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ABSTRACT

To update the findings of a 1971 study, a study seeking to identify the interest patterns and media preferences of fourth and fifth grade children was undertaken in 1978. The responses of 731 children to an interest inventory were subjected to separate factor analytic and analysis of variance procedures. The former were used to cluster degree-of-interest responses, and the latter were used to compare cluster scores of the subgroups to determine whether they varied according to geographic location or race. Sex as a factor was determined by an examination of the children's rank-order patterns. The results revealed the following: boys' responses clustered into six groupings (presented in rank order)--sports, media, historical/adventure, informational, fun and fantasy, and social empathy/arts; girls' responses clustered into eight groupings--media, animals, fun and fantasy, social empathy, sports, arts, historical, and informational; geographical location accounted for some differences while race accounted for very few differences; and separate, across-clusters analyses of variance of the "read" and "watch" scores revealed that the girls had significantly higher read scores and, to a lesser degree, higher watch scores than did the boys. The urban sample had a significantly higher watch score than did the suburban sample, and race did not account for any significant differences; an overall preference for viewing over reading for all categories was evident. (Author/FL)

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INTEREST PATTERNS AND MEDIA PREFERENCES OF MIDDLE-GRADE CHILDREN REVISITED

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A research study supported by the Office of Academic Development of the William Paterson College of New Jersey.

1979

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INTEREST PATTERNS AND MEDIA PREFERENCES OF MIDDLE-GRADE CHILDREN REVISITED

Abstract

Designed to update the findings of a 1971 study, this study sought to identify the interest patterns and media prefernces of fourth- and fifth-graders of 1978. The responses of the 731 boys and girls to an interest inventory were subjected to separate factor analytic and analysis of variance procedures. The former were used to cluster degree-of-interest responses, and the latter were used to compare cluster scores of the subgroups to see if they varied according to geographic location (urban- suburban) or race (black-nonblack). Sex as a factor was determined by inspection of boys' and girls' rank-order patterns.

The results may be summarized as follows:

1. Boys' responses clustered into six groupings, here presented in rank order -- Sports, Media, Historical-Adventure, Informational, Fun and Fantasy, Social Empathy-Arts.

2. Girls' responses clustered into eight groupings. In rank order they were -- Media, Animals, Fun and Fantasy, Social Empathy, Sports, Arts, Historical, and Informational.

3. Geographic location accounted for some differences. Notable among the Read Preferences were the significantly higher scores of the suburban boys for Sports and Historical-Adventure, the suburban girls for Animals and Social Empathy, and urban girls for the Arts cluster. As for Watch Preferences, urban gruoups had generally higher scores for most clusters.

4. Race accounted for very few substantive differences. As for Read Preferences, while non-black boys showed a greater preference than did the blacks for Informational content, there were no differences between the scores of the girls' subgroups. Considering Watch Preferences, while the patterns of the boys' subgroups were very similar, black girls showed a greater preference for watching Social Empathy and Arts content.

5. Separate, across-clusters analyses of variance of the read and watch scores revealed that the girls had significantly higher read scores and, to a lesser degree, higher watch scores than did the boys. The urban sample had a significantly higher watch score than did the suburban sample. Race did not account for any significant differences.

6. An overall preference for viewing over reading for all categories was very evident.

Conclusions

1. Sex continues to be a factor, but one of the big differences, interest in Sports, appears to be lessening: while Sports ranked last for the girls in 1971, it ranked fifth out of eight in 1978.

2. When types of media are considered along with content interests, there are a few differences that may be related to geographic location and race.

3. Girls prefer to read and to watch more than do boys; urban middle-graders prefer to watch more than do suburbans.

4. With few exceptions, both boys and girls prefer to watch rather than read the types of content described by the clusters.

5. Because of the racial and geographical characteristics of the sample, it may be possible to generalize the findings to both urban centers and to suburban communities.

TABLE OF CONTENTS

Chapter		Page
I.	THE PROBLEM	1
	Introduction	1
	The Problem	2
	Specific Problems	2
	Definitions	2
	Delimitations	3
	Significance of the Study	3
II.	RELATED LITERATURE	4
	Children's Reading Interests	4
	Sex differences	4
	Age and grade level	7
	Geographic location: urban-suburban	10
	IQ and achievement	12
	Children's Uses of Television	18
	Time spent viewing	18
	What do children view?	21
	Television and Reading	23
	Televiewing and time spent reading	23
	Do children learn from television?	24
	Relationships between viewing and achievement	26
	Summary	27
III.	METHODS AND PROCEDURES	30
	The Inventory	30
	Description	30
	Validity and reliability	31
	Setting	33
	Subjects	34
	Collection and Coding of Data	34
	Treatment of the Data	36

Chapter		Page
IV.	RESULTS AND DISCUSSION	38
	Specific Problem One: What Are the Interest Patterns of Boys and Girls in Grades Four and Five in 1978?	38
	Boy's Interest Clusters	39
	Girls' Interest Clusters	43
	Rankings of the Clusters	47
	Summary	50
	Overview of the Remaining Problems	52
	Specific Problem Two: Are Interests, Read Preferences, and Watch Preferences Related to Geographical Location?	52
	Urban and Suburban Boys	52
	Urban and Suburban Girls	58
	Specific Problem Three: Are Interests, Read Preferences, and Watch Preferences Related to Race?	63
	Non-Black and Black Boys	63
	Non-Black and Black Girls	67
	Specific Problem Four: Are Overall Preferences to Read or to Watch Related to Sex, Geographic Location, or Race?	71
	Sex and Geographic Location	71
	Race	74
	Other Inferences	76
V.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	78
	Summary of Findings	79
	Conclusions	81
	Sex as a factor	81
	Geographic location as a factor	82
	Race as a factor	84
	Across-clusters preferences to read and watch	85
	Preferences to read or to watch	86
	Himmelweit - Schramm theories	87
	Recommendations	89
	For educators	89
	For publishers	90
	For TV producers	90
	For further research	91

Page

REFERENCES..... 92

APPENDIX A: ABSTRACT OF INTEREST PATTERNS AND MEDIA PREFERENCES OF BOYS AND GIRLS IN GRADES FOUR AND FIVE ... 100

APPENDIX B: THE INVENTORY 104

LIST OF TABLES

Table		Page
1.	Urban Sample: Distribution by Sex and Race	35
2.	Distribution of Subjects by Sex and Geographic Location	35
3.	Varimax Rotated Factor Matrix: Boys' Clusters	40
4.	Item Loadings and Reliability Coefficients for the Boys' Six Clusters	41
5.	Varimax Rotated Factor Matrix: Girls' Clusters	44
6.	Item Loadings and Reliability Coefficients for the Girls' Eight Clusters	45
7.	Average Cluster Scores and Clusters in Rank Order: 1978	48
7a.	Average Cluster Scores and Clusters in Rank Order: 1971	48
8.	Mean Interest Scores for Urban and Suburban Boys with ANOVA F Ratios and Probabilities	54
9.	Mean Read and Watch Cluster Scores with ANOVA F Ratios and Probabilities: Urban and Suburban Boys	55
10.	Urban and Suburban Boys' Read and Watch Clusters in Rank Order	56
11.	Mean Interest Scores for Urban and Suburban Girls with ANOVA F Ratios and Probabilities	59
12.	Mean Read and Watch Cluster Scores with ANOVA F Ratios and Probabilities: Urban and Suburban Girls	60
13.	Urban and Suburban Girls' Read and Watch Clusters in Rank Order	61
14.	Mean Interest Scores for Non-Black and Black Boys with ANOVA F Ratios and Probabilities	64

Table		Page
15.	Mean Read and Watch Cluster Scores with ANOVA F Ratios and Probabilities: Non-Black and Black Boys	65
16.	Non-Black and Black Boys' Read and Watch Clusters in Rank Order	66
17.	Mean Interest Scores for Non-Black and Black Girls with ANOVA F Ratios and Probabilities	68
18.	Mean Read and Watch Cluster Scores with ANOVA F Ratios and Probabilities: Non-Black and Black Girls	69
19.	Non-Black and Black Girls Read and Watch Clusters in Rank Order	70
20.	Mean Overall Read and Watch Preference Scores for the Main Effects of Sex and Geographic Location	73
21.	Cell Means for Interaction Effects of Sex and Geographic Location: Read and Watch Preferences	73
22.	Mean Overall Read and Watch Preference Scores for the Main Effects of Sex and Race: Urban Sample Only	75
23.	Cell Means for Interaction Effects of Sex and Race for Urban Sample Only: Read and Watch Preferences Scores	75

CHAPTER I

THE PROBLEM

Children's reading interests continue to be a fertile area as researchers (Moray, 1978; Johns, 1975; Kirsch, Peterson, and Robinson, 1976; Lamme, 1976; Blanchard, 1977) study the relationships between interests and such variables as sex, race, and socio-economic status (SES). Feeley (1972) validated Himmelweit's hypothesis (1958) that children have an underlying pattern of interests that extend through both media (print and television). At that time, Feeley also reported a substantive relationship between interest patterns and sex, but findings about relationships between interest and media preference patterns and the variables of race and SES were less clear (abstract, Appendix A).

Has the women's movement of the 1970's affected the interest patterns of boys and girls? Do children still bring the same underlying pattern of interests to both media, print and television? Can we still conclude that demographic variables other than sex are probably not related to interest patterns? A replication study over a sample similar to that of the earlier study (Feeley, 1972) was conducted to address these questions.

The Problem

What are the interest patterns and media preferences (print and television) for those patterns of boys and girls in grades four and five and are these related to sex, geographic location, or race?

Specific Problems

1. What are the interest patterns of boys and girls in grades four and five in 1978?
2. Are interests, read preferences, and watch preferences related to geographic location?
3. Are interests, read preferences, and watch preferences related to race?
4. Are overall preferences to read or to watch related to sex, geographic location, or race?

Definitions

Clusterings of interests

Those items in the inventory (Appendix B) which appear to be related when the children's responses are subjected to factor analytic procedures will be called clusterings of interests. This procedure establishes the interest constructs that will be used for further analyses.

Interest patterns

Rank-order listings of the interest clusters will describe the interest patterns of the sub-groups.

Delimitations

1. This study was limited to boys and girls in grades four and five who attended regular classes in the public elementary schools of Hackensack, New Jersey, and those who attended regular classes in Randolph Township, New Jersey.

2. Generalizability of the results of this study are limited to populations similar to the one from which the study sample is drawn.

3. The items in the interest inventory were limited to fictitious descriptions of content that might be found both in print and/or on television.

Significance of the Study

Designed to answer the questions raised on page one, the results of this study will have implications for educators, publishers, and television producers. By describing the interest patterns and media preferences of today's middle-grade children, it may help educators to select appropriate materials for their school programs. Publishers and television producers may use the information to supply the content in which middle-graders have expressed interest. It is hoped that, most of all, the children themselves will be the ultimate benefactors.

CHAPTER II

RELATED LITERATURE

This chapter will up-date the literature review reported by Feeley (1972). It will be discussed under the three headings: Children's Reading Interests, Children's Uses of Television, and Television and Reading.

Children's Reading Interests

Selected references dealing with reading interests as they are related to such factors as sex, age, geographic location, IQ and achievement, and influences on reading will be reviewed in this section.

Sex differences

In a study of kindergarten children in Clayton County, Georgia, Mason and Blanton (1971) found that boys and girls most preferred fairy tales, animal stories, and television character story books. Boys showed a preference for stories about machines. The children expressed the same preference for a story to be read to them or read by themselves. Mason and Blanton found that a child exposed to a good story had an increased desire to read it for himself.

Reporting a similar finding for kindergarten children, Moe (1971) stated that 21% of 69 kindergarten students in a Minneapolis suburb showed a preference toward animal stories.

An attempt was made by Brown and Krockova (1974) to validate the Ford, Koplyay (1968) picture category inventory. Sixty children in grades kindergarten through third were administered the inventory. Results showed boys enjoyed sports, history, science, adventure, mystery, and animal stories. Girls preferred fantasy, mystery, animals, children and family, hobbies, and famous people themes.

The reading interests of first and second-grade boys and girls were studied by conducting interviews with children in Glen Cove, New York. The results of this study (Kirsch, 1976) were compared to Kirsch's 1972 work, which found significant differences between boys' and girls' interests here in the United States but not in foreign countries. Although first and second-graders in the Spring of 1976 still expressed significant differences in category preferences, the results were not as pronounced as in previous studies.

An analysis of the second-grade category preferences showed no significant differences between boys and girls. Fiction categories were most popular with both groups. Fairy tales and fantasies were the most preferred expressed reading interests of first and second-grade children in ten countries.

At the fourth-grade level the reading preferences of boys and girls were shown to be quite different according to a study by Chiu (1973). Boys placed sports stories on the top of the list, while girls reported mysteries as the most preferred story selection. Further findings indicated boys preferred biography, science, and social studies, while girls chose adventure, fantasy, humor and poetry.

Fairleigh, Evard, and McDaniel (1974), using a picture inventory technique and questionnaire, found a pronounced sex difference in the reading interests of fourth- through sixth-graders. A preference for animals, humor, and fairy tales was expressed by the girls, who showed little interest in sports, cars, science, and racing themes. On the other hand, the boys preferred sports, cars, racing, and humor while rejecting animal stories and fairy tales.

Several studies were conducted among fifth-graders. Ashley (1970) found that real preferences for specific books seemed to emerge at this level. This was one of the conclusions from a study of 900 children in fourth- through seventh-grades. Asked to indicate their likes and dislikes for 40 reading titles girls, picked mysteries for their first choice while boys particularly disliked love stories at this grade level.

Meisel and Glass (1970), who studied fifth-graders' library choices, classified stories into interest areas. Boys showed interest in history, geography, and biographies; the girls preferred adventure and personal types of stories.

On the junior high school level Swanson (1977) studied the reading interests of 172 students with the intent of determining whether there were observable sex differences. Seventh-grade girls showed an interest in mysteries, adventure, suspense, and animal stories, especially those about horses. The boys preferred sports, science fiction, adventure, suspense, mysteries, and animal stories.

Eighth-grade girls also showed an interest in mysteries, animal stories, adolescent novels, adventure and suspense. The boys were interested in sport books, especially those about football with adventure and suspense themes.

Finally, the ninth-grade girls tended to favor romance and popular adult fiction whereas the boys were interested in reading about sports, cars, war, mysteries, science fiction, adventure and suspense.

Age and grade level

According to Bard (1976), books with animal characters as well as realistic stories appeal to very young children so long as the plot is simple, and the ending is predictable and satisfying. Third, fourth, and fifth grades are a transitional period, between a very young child's enjoyment of many types of literature and the older child's intense, but often short-lived, interest in one type of story. At this point, there is a lingering interest in imaginative literature and a beginning interest in adventure stories with action and suspense. Sustained dramatic action becomes a preference. Many children, especially boys, lose interest

in fantasy by age eleven, but enjoy science fiction, mysteries, and tales of high adventure and natural romance. Fifth-graders prefer stories with an adolescent protogonist.

In an informal study of the reading interests of students between the ages of seven and twelve, Lauritzen, Cheves et al. (1974), found that the younger children, ages seven through nine, liked animal stories, particularly those about dogs, and humorous stories. By age ten, although animals continued to be of the greatest interest, mysteries became the second most preferred category. These children liked the book to be exciting. Girls of this age were developing an interest in reading about people, while boys were more interested in science and sports books. At age eleven, the interests remained fairly much the same, but the children were becoming increasingly aware of stylistic traits, characterizations, and content. Similarly, by age twelve, the children were reading much more critically, and were more aware of what they did not like in addition to what they liked.

In attempting to determine whether content is a factor in the acquisition of reading skills, Rose, Zimet and Blom (1972), tested 76 first-graders. It was found that these children preferred pranks over the "Pollyanna" theme, that peer interaction stories were preferred over parent/child interaction stories, and that girls preferred reading

stories about girls, while boys enjoyed reading stories about boys.

Oliver (1977) found first-graders to have a definite preference for stories about animal characters, but in addition, they liked realistic and fantasy characters almost as much. Third-graders showed a preference for fantasy characters in make believe settings.

Kimbrough (1972) investigated the free-choice recreational reading of 2,765 children in grades four, five and six, each of whom kept a record of his/her recreational reading during a six-week period. The largest number of books selected were classified as animal stories, humorous, biography, and mystery. Sixth-grade children selected the highest number of books, followed in order by fourth- and fifth-graders. The children most often enjoyed their favorite books because they thought they were funny.

In order to develop an efficient, simple, comprehensive and valid method of identifying junior high school reading interest, Eberwein (1973) selected a random sampling of 150 students to study. A reading interest inventory was administered to them three times in order to see if the same books were selected each time. Great stability was noted, with a total of 1,707 books being read by the students: 71% of these books were fiction, 21.9% informational, and 6.9% biographical.

Freiberger (1974) conducted a fact finding project for The New York Times to determine what teenagers chose to read. Analysis of the responses from a sampling of 100 secondary and intermediate schools showed that although 24% of the students showed a growing interest in the occult, the fiction-novel remained the most popular type of book read, followed by fiction-suspense, science fiction, and biography-autobiography. About 40% of the top 25 books read were written for adults.

Geographic location: urban-suburban

By means of a questionnaire, Johns (1975) investigated the reading preferences of middle-grade students in urban areas for settings and characters similar to, and different from, their own environment. He found that significant preferences were expressed for stories and books depicting middle-class settings and characters with positive self-concepts in positive group interactions. Results did not support the need for reading materials attuned to the real life experiences of inner-city children.

Similarly, Zimet (1974) conducted a survey to determine the book preferences of children in a primarily black, inner-city school, and to compare these findings with a previous study by Wiborg and Trost (1970) carried out in a suburban, middle-class school. Results showed that the content of the 14 most frequently checked out books in the inner-city library

did not vary significantly from the content of those popular in the suburban schools, indicating that books which interest inner-city children also interest suburban children.

Weintraub, Robinson, Smith and Plessas (1972), reported on a study by Schulte, which found no differences in reading preferences according to geographical area. Fiction-realistic, fanciful, and historical categories were found to be of major interest to all.

In Howard's analysis (1975) of the reading preferences of 307 fourth-, fifth-, and sixth-grade urban black children, it was discovered that realistic fiction was enjoyed when content and experiences were familiar; historical fiction was best received when it was introduced gradually.

Robinson's (1974) study to discover the current expressed reading interests of children in the first two years of school, conducted in ten countries, had results similar to those studies of children in urban/suburban settings within the United States. Over 2,000 children drew pictures about what they would best like to read or have read to them. They were then interviewed for additional information in an attempt to ascertain the derivation of their interests. It was concluded that although there were some differences that emerged from country to country, there were more similarities than differences in interests across the 10 countries. Fairy tales and fantasies were the most preferred expressed reading interests of these young children.

IQ and Achievement

Many investigators agree that there is little, if any, significant relationship between intelligence and reading content. However, according to a study by Tibbetts (1975), the differences between bright and dull children are great in respect to the number of books read, the quality of the books, the range of topics covered, and the age at which various types of books are read.

By means of a paired-comparison questionnaire, Chiu (1973) investigated 99 fourth-graders' reading preferences in relation to their reading ability. It was found that there were no differences in reading preferences among low, average, and high reading groups.

Nielsen (1978), in studying fourth- through sixth-grade students, concurred with those investigators who found no differences in reading interests, but significant differences in reading attitudes in relation to reading achievement. The most positive attitudes existed among students with high reading achievement.

Investigating the relationship of independent reading behavior to quality and variety of choices, as well as quantity of books read, Henderson and Long (1970) studied 150 fifth-graders. The above variables were intercorrelated with scores on standardized achievement tests and IQ tests. The

results showed that better readers read more, that the variety of reading increased as the quantity increased, but that the quality of the reading was not necessarily related to quantity, efficiency, IQ or reading attitude. It was, therefore, concluded that efficient readers do not necessarily attain a broad pattern of reading maturity and that standardized tests do not adequately measure the quality and variety of independent reading.

Geeslin and Wilson (1972) sought to determine whether a third-grader who is two years advanced in reading would ratify the reading choices of his classmates or prefer fifth-grade books, and conversely, whether the twelve-year-old who is two years retarded in reading would like seventh-grade books better than those preferred by his reading-level peers, the fifth-graders. Girls were found to favor books of their chronological peers. Boys did not make significantly more book choices in accordance with either chronological or reading age; they made their choices according to the interest appeal of particular books.

Kirsch (1973) surveyed the reading interests of first- and second-grade children. Results showed significant differences in expressed reading interests in reference to IQ and reading level.

On the high school level, Scharf (1973) also found differences to exist among various IQ levels — the higher the score, the greater the tendency to read varied materials.

Influences on reading

A study by Tebbetts (1975) stated that home training is more important than any other single force in determining the child's reading habits and interests. A parent's role is decisive in affecting the attitudes of a child towards reading. The type of reading material found in the home is important even if the child does not actually read it.

The role of the parent in reading is further surveyed in a study by Dix (1976). A 36-item questionnaire was answered by 213 parents of children in grades one through six at two elementary schools in Neenah, Wisconsin. The responses were divided into two groups: those of parents of good readers and those of parents of poor readers.

One of the conclusions of the study was that parents who are good readers, and present a good reading model, are more likely to have children who are good readers. These parents are aware of the importance of a wide variety of background experiences which tend to encourage more reading.

According to Dix, parents of poor readers tend to see reading mainly as a skill process, speaking of reading as defining words, sensing a sound-symbol relationship, and knowing rules of grammar. Parents of poor readers use the library less frequently than do parents of good readers. Dix's survey demonstrated that reading habits and attitudes of parents can and do influence the reading performance of their children.

Twenty-eight preschool children in British nursery schools were identified as having either a high or low degree of interest in books and stories (Lomax, 1977). Activities at home and school were studied through parental interviews and teacher questionnaires. All children showing a high interest in books had experience with stories at home, but this was true of only some of the low interest children. There were no children who showed a high interest in books at school but had little experience at home.

Another study focusing on the influences of the home was done by Lamme and Olmstead (1977). This project involved 38 low income white children from nine first-grade classrooms. The findings indicated that children who were read to at home watched less television. The availability of books from a variety of sources was significantly related to the child's reading achievement scores. The parents of low achieving children corrected their children's reading in

a negative way more often than did the parents of high achievers. The library was used more frequently by children who had been read to more often.

In 1974 Lamme studied the influence of authors on children's book selections. This study described the extent to which 100 fifth-graders read books by authors known to them. There appeared to be some relationship between reading ability and the habit of seeking out known writers. Children tended to read a variety of books written by the same author. The authors sought out by these children were primarily fiction writers. At some time during the year, 81% of the girls and 62% of the boys read books by known authors.

Ross (1978) and Swanson (1977) both dealt with the influence of movies and television on reading. Ross stated that "according to book lists in library journals and from paperback suppliers, books most read in 1976 by students were those from which movies on television programs had been derived. This fact shows clearly that familiarity is a critical factor in the modern readers' selection of books" (p. 398).

Hopkins (1977) found that subject area books show a drastic upswing in popularity after specific television programs or movies. One example of how television influences

the reading interests of teenagers is the popularity of the book "Eric." Teenagers were motivated to learn more about Eric's battle with leukemia after viewing the story on television, (Lund 1977).

Hamilton's study (1973) on television's influences on the reading interests of seventh-graders used television tie-ins, which were defined as films adapted from literature. After students were pretested, they were given a six-week period to read or not read books related to favorite television shows. The results of the post tests indicated that television tie-ins were preferred over non-television tie-ins regardless of socioeconomic status. Hamilton (1976) concluded that television tie-ins were effective in promoting an interest in reading among pupils in the low socioeconomic group, especially those with low IQs. Pupils who spent a lot of time watching television were inclined to read television tie-ins, with the reading habits of boys more influenced than those of girls. Girls from the low socioeconomic group tended to read more tie-ins than boys from the same group. None of the pupils felt the television tie-ins were difficult to read.

A leisure time reading survey given to junior high students found that four of the five first choices of books had been either movies or television films before the survey was conducted (Swanson 1977).

Two major influences on children's reading habits and interests are the home, with its environment and models, and the media, particularly movies and television. Teachers can influence reading interests and habits by introducing children, particularly middle- and upper-graders, to authors who speak to their developmental needs (Lamme, 1974).

Children's Uses of Television

Literature concerning children's television preferences and the amount of time spent viewing will be considered in this section.

Time spent viewing

The United States is a country in which 97% of the homes have at least one television set (66.2 million), and these sets are on five to six hours a day (Larrick, 1975). Children spend more time watching television than on any other activity except for sleeping (Jaronik, 1975). Hopkins (1977) found that children have spent 4,000 to 5,000 hours viewing television by first grade, and 15,000 hours before high school graduation, more time than they have spent in the classroom. An adult spends more than ten full years of his life watching television. The literature indicates that television viewing is increasing for all segments of the population.

Eptsein and Bozsler (1976) in studying the viewing habits of California pre-schoolers found that they averaged 2 3/4 hours per day, with the range being from zero to eleven hours a day. According to the survey, six out of ten children had viewed television before their first birthday. Seven out of ten three-year-olds could change channels and manipulate the on/off control, thereby controlling to some extent the programs that they watched.

Rutstein (1972) found that three- to five-year-olds were spending 64% of their waking hours watching television. Larrick (1975) found pre-schoolers watched 54 hours a week. This was not consistent with Nielsen's findings in 1977 that children under five watched an average of 23½ hours a week. Jaronik (1975) found pre-schoolers watching television 28 hours a week, with an average of 1,200 hours a year.

A study by Adams and Harrison (1975) in North Carolina found fourth-, fifth-, and sixth-graders watching television approximately five hours a day during the week, and up to nine hours a day during the weekend.

Jaronik (1975) found six- to eleven-year-old children watched television 23 hours a week. This supported the findings of Lyle and Hoffman in 1972. Gadberry's study of the same age group of suburban, middle class children on

Long Island found the average weekly viewing time to be about 17½ hours. The sex and achievement levels of the children were not associated with significantly different viewing habits.

In a study of sixth-, seventh-, and eighth-grade students (Lehrer and Cissna, 1978), it was found that sixth-graders watched more television than the other two grades, and that sixth-grade girls watched more than did the boys. For all groups there was more television viewing on Saturday than on any other day of the week. This is consistent with the rest of the literature which has found that many children pass up outdoor play on Saturday, and may watch up to ten hours a day.

Powell (1971) studied the viewing habits of twelve- to fourteen-year-olds in Australia. He found that the average viewing time per night was three hours and forty minutes. There were no significant differences in the amount of viewing done by the high and low intelligence groups, although the more intelligent children spent more time watching the non-commercial channel and documentary programs.

What do children view?

Researchers have found that children's viewing for the most part is relatively opportunistic and unplanned. They use it for filling in time and for relaxation and pleasure, (Jaronik, 1975). The majority of programs that children watch are predominently adult programs. This is a change from 1957 when children favored children's programs; by 1965 the favorites were all adult shows. Parental control over the choice of programs is a relatively weak factor after the age of six, (Lyle and Hoffman 1971).

The survey of preschoolers by Epstein and Bozsler(1976) found few favorites for any one age level. Over 80 shows were listed as children's current favorites. These ranged from Saturday morning cartoons to afternoon reruns. Surprisingly enough, post family hour police shows were also among the favorites listed. The top shows for this age group included more offerings made especially for children ("Sesame Street," "Brady Bunch," "Happy Days," "Captain Kangaroo," "Bugs and Buddies," "The Flintstones," "Electric Company,""Mister Rogers," and "Six Million Dollar Man.") Many of the children had decided preferences by age three. Most of the children in this study used a character seen on television as a basis for dramatic play. Boys chose only male characters while only 57% of the girls chose female characters. This modeling of a television character is also found among older children.

Jaronik (1975) found that first- and second-grade boys and girls watched the same type programs which were mainly cartoons, situation comedies, and action-adventure shows. In third grade the girls had added variety shows and drama to their viewing fare, while the boys' preferences remained the same. Police-mystery shows appeared on the boys' lists by fourth grade and in fifth grade they began to choose sports programs.

Wakshlag (1977) found sports to be the only type of program that was significantly more popular among one sex. He also found that the majority of children preferred the lead character to be the same sex as the viewer.

Gadberry (1977) found that six- to eleven-year-olds watch a wide variety of shows including cartoons, adventures, crime, game, sports, news and public affairs, children's educational, drama, comedy and musical variety. The older children preferred crime, game shows, sports, comedy and musical variety.

Adams and Harrison (1975) found that comedy shows ranked highest, followed by story type shows for the fourth- through sixth-graders. Junior high students continued to watch the same types of programs enjoyed by elementary students, with situation comedies being their favorites. Jaronik (1975) found there was little to no viewing of news, Spanish programs, political discussions and documentaries.

Television and Reading

In this section, literature concerning relationships between televiewing and time spent reading and televiewing and learning will be discussed.

Televiewing and time spent reading

Television is the favorite leisure activity of both boys and girls in the United States, and they report spending three times as much time watching television as they spend in reading books, (Hamilton, 1976).

In 1972 Norvell found that the average child listened to more than one hour of radio, watched three hours of television, and spent slightly more than an hour on voluntary reading which includes newspapers, magazines, and comics. For every five hours given to mass media, children gave 22 minutes to voluntary reading. Research shows that radio and/or record and tape listening increases with age. The use of the newspaper does also, and Seldin in 1974 found that by sixth grade half of the children read at least parts of the newspaper everyday. The reading of comics and magazines decreases as the children move through the grades. The need for visual escape offered by comics is apparently being met by television (Jaronik, 1975).

Edward Fry (Shew and Muscara, 1972) stated that there is no evidence that television has hurt reading. He points

out that the sale of books and periodicals has never been higher. This is also true of the circulation of books and periodicals from public libraries all over the country. Calvin Skaggs (Seward, 1977) also feels that there is no conflict between reading and televiewing. He says, "The act of reading and the act of viewing are two different kinds of acts. One doesn't steal from the other. The key is the need for something of high quality to meet either interest" (p. 232).

Do children learn from television?

Miller (1977) reports that children exposed to television have benefited from their experiences with richer vocabularies and more sophisticated knowledge and understanding of their world. Jaronik (1975) feels that television not only informs children about the world around them by broadening their knowledge and interests, but that it also motivates children to read. Fry (Shew & Muscara, 1972) states that both reading and television play important roles in supplying information for learning, for recreation, and for enrichment.

Educational programs can act as a teacher by painlessly exposing preshcoolers, underachievers, and lower socioeconomic class children to learning experiences that they would ordinarily either miss or reject (Cadberry, 1977). Evaluation studies (Ball and Bogatz, 1970 and 1972) have shown children have benefited from watching "Sesame Street" and "Electric Company."

These programs are aimed at facilitating reading readiness by introducing and developing concepts, teaching sound-symbol relationships, and by motivating interest in print. Shew and Muscara (1972) report that television has some advantages as a remediation instrument. Children associate television with pleasure, and they don't feel threatened by it as it is non-punitive.

A study of fourth-, fifth- and sixth-grade reading classes (Adams and Harrison 1975) found that half the students were able to read most of the words they encountered on television, while 10% to 15% said that they ignore or don't read any of the words. The children thought that reading words on television helped vocabulary, spelling, and oral and silent reading. Only 2% of the students believed that reading the words on television had no benefit in any of the above mentioned areas.

As younger children use television characters as a basis for dramatic play, children also use television characters and prototyes to help shape their ideas of how adults live, work, and play. Rutstein (1972) reported that many of the children are not overly impressed with what they see. Lyle and Hoffman (1971) also reported that children are becoming more skeptical about the medium's content.

Since television programs protray a wide variety of masculine styles, this aspect of a program may become the most important feature for adolescent boys seeking information about ideal prototypes on which they can model their own manhood (Johnson 1971).

Relationships between viewing and achievement

Fifth- and sixth-graders were studied by Starkey and Swenford (1974) to correlate the amount of television viewing and reading scores. They found a slight relationship between reading ability and the amount of time the students spent watching television. Poorer readers watched more television than better readers.

Quisenberry and Klasek (1976) investigated the viewing habits of 341 intermediate grade children. They examined the relationship between their viewing habits and achievement scores based on standardized testing. The study does not support either the premise that television assists children in school, or that it is detrimental to achievement.

Gadberry (1977) working with six- to eleven-year-olds whose average weekly viewing time was over 17 hours, found that home television viewing affects the school performance of some socioeconomically advantaged children. The academic performance depended both on the content of the programs viewed and on the total viewing amount. She found that the

higher achievers and older students did not appear to be susceptible to either the amount of viewing or the content of the programs.

A study of 6,000 children by Wilber Schramm (Efram, 1970) established the fact that the brightest children in the country who have the best record of achievement in schools are heavy television viewers. He also reported that these children started watching television very early. These findings have been contradicted in academic circles in which the general consensus is that children who view more television tend to be inferior in total achievement to children who view less. A third study reported on by Efram of 10,000 children in three countries over a 17 year span found that after a few years in public school, a viewing child ends up with no increase or loss of knowledge that can be traced to television.

Summary

Sex and age continue to be factors influencing children's reading interests. In the primary grades, sex differences are not as pronounced as they are in intermediate and upper grades. Young children still prefer animal stories, fantasy, and fairy tales with boys showing interest in non-fiction categories like machines and science.

From the fourth grade on, strong sex differences emerge. Girls seek fiction more than do boys, with mystery-adventure, people, and fantasy themes. Boys, while expressing interest in some fiction like mysteries and science fiction, are more interested in non-fiction with categories like sports, cars, war, history, biography, and science appearing in the literature.

IQ, achievement, and geographic location (urban/suburban) do not seem to be seriously related to reading interests according to most of the studies reviewed here.

Children of all ages continue to watch a great deal of television, much of which has been produced for adult audiences. The themes of shows watched most mirror expressed reading interests to some degree with cartoons, situation comedies, and action-adventure shows favored by young children. In the middle-grades, girls add variety and drama shows while boys add sports programs.

Some researchers see no conflict between reading and televiewing since book sales and library circulation figures are up despite the heavy viewing that has veen reported. There is little hard research linking hours of viewing to academic achievement.

Both the home and television seem to influence children's reading interests and habits. Homes in which print abounds and parents themselves read produce children who read. Books that have been made into movies and TV programs are more apt to be sought out and read by adolescent and adult readers alike.

CHAPTER III

METHODS AND PROCEDURES

This study was designed to up-date a study of middle-grade children's interest patterns and media preferences done in 1971 and reported in 1972 (Feeley). This chapter will describe the inventory, setting, subjects, procedures, and statistical methods used.

The Inventory

Description

The inventory consists of 54 fictitious annotated titles[1] of content that could be available either in print or on television (Appendix A). Respondents were first asked to indicate their interest for each item by circling one:

Yes Maybe Yes Probably Not No

Next, they indicated their media preference for the item by circling Read, Watch, (or both) or Do nothing.

Responses to the items were weighted as follows: Yes equals three; Maybe yes equals two; Probably not equals one; No equals zero. These scores were used to establish the interest clusters and to compute interest scores on

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[1]Only 50 items are actually used. Four "truth" items were included to help identify those inventories reflecting indiscriminate responses or response bias. These items are intentionally dull and unattractive; any protocol with affirmative responses for all four was excluded from analysis.

the clusters for each child. Media preference scores were also computed. Each choice to read or to watch was counted as one. Eventually, each child was assigned a separate read and watch score for each cluster.

Complete information on the development of the inventory may be found in Feeley (1972, pp. 41-44).

Validity and Reliability

Content validity and construct validity have been reported (Feeley, 1972, pp. 44-47). Besides submitting the items to experts in the fields of reading, television, and children's literature, the developer ran a pilot test of the instrument on 196 children in grades four and five subjecting the results to factor analyses. Since the items did cluster in the pilot study, the inventory was used in the 1971 data collection: eight factors emerged for the boys and nine for the girls.

Reliability coefficients, based on the domain sampling model described by Nunnally (1978, pp. 190-220), were computed on the pilot study clusters and ran from .77 to .95. For the clusters that emerged from the 1971 data, the reliability coefficients ran from .73 to .92. These coefficients, hereinafter referred to as r_{tt}, are the correlations of scores of a collection of items with true scores. They were determined by taking the square root of r_{kk} derived by the following formula (Nunnally, Equation 6-18)

$$r_{kk} = \frac{K\,\bar{r}_{ij}}{1 + (k - 1)\,\bar{r}_{ij}}$$

where $\bar{r}_{ij}$ = the average correlation of items in a cluster

K = number of items in a cluster

r_{kk} = reliability coefficient for a K - item cluster determined from the intercorrelations of the items.

Nunnally says (1978, p. 211) "It is hard to overestimate the importance of Equation (6-18) for the theory of error measurement.... it is called the Spearman-Brown Prophecy Formula....It is the expected correlation of one K-item test with other K-item tests drawn from the same domain. Thus r_{kk} is the reliability coefficient for a K-item text determined from the intercorrelations of items on the text.... in many ways this is a highly meaningful measure of reliability in actual research."

Setting

Part of the study was again conducted in Hackensack, New Jersey, to allow for a comparison of 1971 and 1978 findings. This time a suburban sample, drawn from Randolph Township in semi-rural Morris County, New Jersey, was added to allow for a suburban - urban comparison.

Hackensack, the county seat for Bergen County, has a population of about 35,000 people. In 1971, there were six elementary schools, whereas in 1978, because of population shifts and the construction of a new elementary school to replace older structures, there were four public elementary schools serving an integrated school population that is approximately 40% black. There are also two parochial schools in the city. According to the New Jersey District Factor Groupings, Hackensack is classified as an Urban Center which is defined as "densely populated with extensive development."

Randolph Township is designated by the District Factor Groupings as "Suburban." Its predominately all-white population of 16,000 people is served by four elementary schools. Approximately 80% of its area is zoned residential, and large tracts are still underdeveloped.

Subjects

Except for children absent on the data-collection days or those involved in schedules that precluded their participating, all fourth- and fifth-graders in the Hackensack public schools and in Holy Trinity School responded to the inventory. Approximately 14% of the surveys were disgarded because of indiscriminate responses, incomplete information, or all affirmative responses to the four "truth" questions. Of the 473 protocols remaining, 236 were completed by boys (77 black) and 237 by girls (74 black). Table 1 shows the distribution.

All the fourth- and fifth-graders in regular attendance on data collection days at Ironia and Shongum Schools in Randolph Township participated. Approximately 12% of these protocols were disgarded for the same reasons mentioned above, leaving 258 for the study. These were evenly divided with 131 completed by boys and 127 by girls. Table 1 shows the distribution of the entire sample of 731 children.

Collection and Coding of the Data

The investigators administered the inventory to the children in their regular classroom settings. It took about 40 minutes to complete, with groups of 20 to 25 children reading and responding silently on individual copies, as the investigators read aloud to provide for variations in reading ability.

TABLE 1

URBAN SAMPLE: DISTRIBUTION BY SEX AND RACE

	Non-Black	Black	Total
Boys	159	77	236
Girls	163	74	237
Total	322	151	473

TABLE 2

DISTRIBUTION OF SUBJECTS BY SEX AND GEOGRAPHIC LOCATION

	Urban	Suburban	Total
Boys	236	131	367
Girls	237	127	364
Total	473	258	731

The investigators numerically coded the data from the protocols (sex, race, geographic location, interest ratings, and media preferences), and these were key punched on IBM cards to permit computer analyses.

Treatment of the Data

As previously done, treatment involved a two-step process. First, boys' and girls' degree-of-interest responses were separately subjected to factor analytic procedures to determine the clusters. Boys' and girls' responses were treated separately because most previous research has indicated that sex accounts for the major differences in the interests of middle-grade children (see Chapter II). This factor analytic procedure was also followed by Mathewson (1978) and Cox (1978) as they studied reading interests and film interests respectively.

Once the clusters were identified and named, they were rank-ordered by the average of the item means to permit the investigators to discuss the boys' and girls' interest patterns.

Next, to answer questions about relationships between interests and media preferences and such variables as sex, geographic location, and race, the data were subjected to numerous analyses of variance procedures. Means for the various sub-groups indicated the direction and F-tests demonstrated their statistical significance. The level of significance was set at $p = .05$.

In this chapter, the methodology and procedures of this study were described. The results and discussions of the results will be reported in Chapter IV.

CHAPTER IV

RESULTS AND DISCUSSION

As in the 1972[1] study, the results will be reported as answers to the main questions raised. First, the results of the separate factor analyses of the boys' and girls' responses to the interest inventory will be reported and clusters identified. Rank-order listings will describe the interest patterns, answering Specific Problem One.

Then, the results of numerous analyses of variance designed to compare the interest, read, and watch cluster scores of the sub-groups will be reported and discussed.

Specific Problem One

What are the interest patterns of boys and girls in grades four and five in 1978?

For boys and girls separately, the results of the factor analyses were inspected and factors (clusters) named according to the kinds of items that loaded (correlated) at least .30 with them. Only clusters with r_{tt} levels of .70 were considered as valid constructs.

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[1] Although the study was reported in 1972 (Feeley), data were gathered in 1971; the results will be compared by referring to 1971 and 1978 data.

Boys' Interest Clusters

Six clusters, accounting for 86.2% of the variance, emerged (Table 3). Factors seven through ten were not included in further analyses because either items that loaded .30 or above on them loaded more heavily on other factors or the r_{tt} level, as in factor eight, fell below the accepted level of .70.

Table 4 shows each of the six factors or clusters with item loadings (correlations) and reliability coefficients (r_{tt}). These will be discussed below.

Fun and Fantasy. This cluster resembles the fantasy-comedy cluster of the first study except that along with the cartoon-like folk, fable, fairy, and "fun" items can be found science fiction items like "Green Glob" and "Mike and Midge." Previously, these two items had clustered with other science fiction and excitement-laden titles to form a separate cluster, excitement-fantastic. The r_{tt} was computed to be .92.

Social Empathy - Arts. This was a difficult cluster to name since two themes appear to run through it. Several of the items deal with the everyday problems of people: romance, growing up, school adjustment, and survival ("Alaskan Eskimos"). This latter title and a biography of President Kennedy had clustered with informational items last time. It appears

Table 3

Varimax Rotated Factor Matrix: Boys' Clusters

		Fun-Fantasy	Social-Comedy-Arts	Sports	Historical-Adventure	Informational	Media				
		FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8	FACTOR 9	FACTOR 10
VAR01	Rock Jocks	-0.09726	-0.04006	0.14261	0.20835	0.41017	0.08404	0.21160	-0.22953	0.13315	0.02812
VAR02	Dating Days	0.18748	0.14251	0.05928	-0.04000	-0.11204	0.05809	0.02067	0.37164	-0.07336	0.0433.
VAR03	Young Outlaws	0.32721	0.06157	0.07244	-0.02461	0.21823	0.01358	0.12636	-0.02081	0.31259	-0.06255
VAR04	About Men	0.04441	0.14687	0.01447	0.05615	0.31162	-0.03880	0.26001	0.02741	0.00818	-0.04712
VAR05	Mike & Midge	0.34257	0.05267	0.04280	0.32476	0.24458	-0.12443	0.01149	0.05899	-0.03495	0.09710
VAR06	TV & Movies	0.00419	0.18566	0.24018	0.09609	0.06067	0.42152	-0.07034	-0.07338	-0.11502	0.25755
VAR07	News	0.05853	0.16297	0.04905	-0.01918	0.06072	-0.01442	0.44552	0.02228	0.04747	-0.00202
VAR08	Georgia Actor	0.38368	0.24020	-0.02062	0.17419	0.22070	-0.09268	0.35481	0.05755	-0.06243	-0.01076
VAR09	Fun w/ Art	0.18752	0.31952	0.17259	-0.04504	0.35347	-0.00104	-0.06244	-0.04311	0.09484	-0.11566
VAR10	Dads Bored	0.09273	0.16252	0.10548	0.55938	0.15694	-0.01353	-0.00330	-0.00660	-0.08674	0.12383
VAR11	Am. Rev.	-0.05957	0.00095	0.04620	0.35408	0.29176	0.07942	0.09839	0.02610	-0.00872	-0.02785
VAR12	Rockhounds	0.53063	0.03077	0.09509	0.00994	0.04457	0.01920	0.04291	0.17266	0.09475	0.10256
VAR13	Patrina	0.49312	0.30653	0.03767	0.08963	0.03295	-0.06117	0.16177	0.15643	-0.01608	0.15483
VAR14	Sporting Hero	0.02110	0.02073	0.77941	0.12441	-0.04770	0.05096	0.12157	0.04234	0.04932	0.11044
VAR15	Go Go	0.02925	0.17960	-0.07699	0.08936	0.08668	-0.00730	-0.07656	0.02059	-0.11806	0.18250
VAR16	First Dances	0.19571	0.40283	-0.00196	0.12996	-0.04730	0.08005	-0.02399	0.41660	0.02425	0.02354
VAR17	Faces of Sex	0.01864	0.02555	-0.09235	0.08152	0.31913	0.09289	0.27241	-0.22256	0.27960	0.14957
VAR18	Marty	0.59133	-0.00717	-0.04608	0.18781	0.13457	0.16000	0.10870	0.22663	-0.02788	-0.02456
VAR19	Music	0.09725	0.41980	0.05706	0.00793	0.08554	0.09408	0.07236	-0.04904	0.03130	-0.04311
VAR20	Tom Turtle	0.60431	0.22623	0.10590	0.03157	0.18134	0.10063	0.04138	0.00737	-0.04568	-0.03050
VAR21	Witness	0.18442	0.08496	0.04752	0.28155	-0.00806	0.10557	0.02524	-0.04461	0.15080	0.21293
VAR22	M-Magpies	0.54758	0.13788	0.10876	0.00282	-0.02153	0.07964	0.04352	0.00989	0.17981	-0.11373
VAR23	Un. Animals	0.14960	0.04545	0.02951	0.08035	0.51794	0.09916	-0.02808	-0.00528	0.11805	0.05301
VAR24	Green Gbls	0.36136	-0.26938	0.11710	0.12505	0.12452	0.01806	0.00753	0.18499	0.20296	0.31278
VAR25	Cooking	0.20083	0.42390	-0.01659	0.01681	0.14191	0.08669	-0.02765	0.22543	0.10294	-0.04684
VAR26	Stories	0.46346	0.22298	0.09766	0.22077	0.11695	0.16229	-0.01248	-0.07690	0.03345	0.00841
VAR27	Sports	0.05265	0.01442	0.69557	0.10369	0.13148	0.07590	-0.07547	0.06737	0.04833	0.03952
VAR28	Am Youth	0.03252	0.52955	-0.03731	0.11059	0.02563	0.16648	0.12055	0.19978	0.10206	0.12601
VAR29	Sw Romance	0.02132	0.37050	0.09812	0.26599	0.07294	0.16024	0.35075	-0.10167	-0.03249	0.07525
VAR30	Am. Classics	0.27462	-0.07323	-0.01800	0.44308	0.15816	0.11414	0.06915	0.32923	0.20307	-0.08549
VAR31	First Days	0.29966	0.33930	-0.00478	0.11677	-0.02786	0.05676	0.02017	0.06322	-0.04392	0.29167
VAR32	Int Nations	0.36017	-0.09059	0.10416	0.39622	0.19184	0.17033	-0.04717	0.06361	0.25310	0.01622
VAR33	Jr Hi Gr	0.16992	0.53209	0.03326	0.15358	0.07603	0.12926	0.09101	0.14260	-0.07604	0.14475
VAR34	Wild West	0.18136	0.26037	0.10319	0.55536	-0.00018	0.01886	-0.05210	-0.02679	0.07941	0.09514
VAR35	TV Previews	0.12522	0.16055	0.10766	0.08109	0.14216	0.70118	-0.02174	0.10300	0.01075	-0.03610
VAR36	Black Eskimos	0.11665	0.41511	-0.05098	0.23772	0.29622	-0.05448	-0.02161	0.07095	0.09813	-0.03768
VAR37	Fat Cats	0.10510	0.25734	0.01357	0.05490	0.08925	-0.03722	-0.04167	0.09272	0.44360	0.09109
VAR38	Sp. Events	0.16583	0.03764	0.56182	0.00467	0.07068	0.13094	0.05557	-0.05321	0.09577	-0.13821
VAR39	Home Adams	0.10424	0.01373	-0.14732	0.27951	-0.05374	0.08073	0.25851	0.21724	0.14892	0.13731
VAR40	Magic Tooth	0.52531	0.05279	0.02123	0.15188	0.01150	0.10030	0.01087	0.03235	0.09030	0.09093
VAR41	Pisces WK	0.14991	0.15647	0.14309	0.16145	-0.00608	0.30843	0.08359	0.13251	0.09139	0.01206
VAR42	Friend of Lost	0.33247	0.48330	-0.10077	0.17429	-0.08300	-0.04594	0.04015	0.11238	0.04242	0.17383
VAR43	Live in Sea	0.24114	-0.01276	0.09858	0.14636	0.31408	0.24100	0.08794	-0.03309	0.26556	-0.03448
VAR44	Earthlings	0.26428	0.34073	-0.04329	0.31920	-0.10618	-0.00754	0.14422	0.07406	0.21286	0.04442
VAR45	Responsibility	0.27608	-0.00557	0.04987	0.45798	-0.07822	0.24187	0.26147	0.01049	0.11537	-0.04522
VAR46	Ballet	0.32982	0.41674	0.04005	0.02083	-0.03973	0.02665	0.05548	-0.05883	0.04225	-0.03652
VAR47	Pirates	0.53537	0.31686	0.10921	0.24694	-0.07600	-0.05531	0.03512	-0.01115	-0.04425	-0.14869
VAR48	Foods	0.11011	0.44510	0.05921	0.08771	0.18307	-0.00819	0.21270	0.01531	0.07274	-0.17759
VAR49	Dist Drums	0.42250	0.16605	0.01961	0.55482	0.09405	0.10490	0.02248	0.00171	0.02323	-0.09267
VAR50	Dewey Duck	0.54127	0.19817	0.04529	0.20264	-0.07484	-0.02519	-0.00043	-0.05800	0.11107	-0.20326
Eigenvalue		8.49	2.12	1.93	1.49	1.14	.90	.72	.67	.63	.56
% of variance		45.2	11.2	10.1	7.0	6.1	4.9	3.9	3.6	3.4	3.0

TABLE 4

ITEM LOADINGS AND RELIABILITY COEFFICIENTS FOR THE BOYS' SIX CLUSTERS

Fun and Fantasy r_{tt} = .92		Social Empathy - Arts r_{tt} = .88	
Go Go	.64	Junior High 44	.53
Tom Turtle	.61	American Youth	.53
Marty Martian	.59	Friend at Last	.48
Merry Magpie	.55	Foods	.44
Dewey Duck	.54	Cooking	.42
Rockheads	.53	Music for Young People	.42
Magic Toyshop	.52	Story of Ballet	.42
Princess and Elf	.50	Alaskan Eskimos	.41
Petrina	.49	John and Jacqueline Kennedy	.37
King Stona	.46	Faithful Roger	.34
Homer Adams	.40	First Day for Davy	.34
Georgia Pete	.39		
Green Glob	.36		
Mike and Midge	.34		
Sports r_{tt} = .81		**Media r_{tt} = .83**	
Sports Heroes	.78	TV Previews	.70
All About Sports	.69	TV and Movies	.42
Sports Events	.56	Discs of the Week	.31
Informational r_{tt} = .75		**Historical - Adventure r_{tt} = .86**	
Nature's Unusual Animals	.52	Daniel Boone	.56
Rockets and Jets	.41	West Was Wild	.55
Fun with Art	.35	Distant Drums	.55
We Live in the Sea	.31	Bernardo Ray	.46
All About Man	.31	Perilous Mission	.44
		Interplanetary Patrol	.40
		American Revolution	.35

that today's children responded to the inherent human interest themes rather than the factual content suggested by these titles. Also clustering with these social empathy items were artistic titles about cooking, music, and ballet that had clustered separately in the earlier study. The r_{tt} was computed to be .88.

Sports. Again, the tnree items about sports (biography, events, and how-to) clustered together with an r_{tt} of .81.

Historical - Adventure. Resembling the excitement - realistic cluster of the earlier study with its historical fiction titles, this also included some items ("Bernardo Ray," "Perilous Mission," and "Interplanetary Patrol") which had formed the excitement-fantastic cluster previously. The first two had historical references in their descriptions ("Boston Strangler" and "Tibetan Mountains"), and this could be what the subjects responded to. It isn't difficult to see why the "American Revolution" clustered here: to many boys history is exciting. Clearly, a spirit of adventure mixed with history runs through this cluster. An r_{tt} of .86 was computed.

Informational. All of these, except for "Fun with Art," were in the original informational cluster and deal with science themes. When the description for the art item is examined, one can see why it clustered with these informational items: it begins, "How to use charcoal, water colors, ..." The r_{tt} was computed to be .75.

Media. These same three items dealing with TV, movies, and records clustered together again. Previously named "Recreational," it will be termed "Media" for this study since the title seems more appropriate. An r_{tt} of .83 was computed.

Girls' Interest Clusters

Eight factors, accounting for approximately 90% of the variance, emerged. Although ten factors appear in Table 5, which shows the rotated factor matrix, only the first eight will be described since most items were explained by these. Table 6 shows each of the factors with item loadings of over .30 and the computed reliability coefficients. These will be subsequently discussed.

Table 5

Varimax Rotated Factor Matrix: Girls' Clusters

		Fun-Fantasy	Social Gamplay	International	Sports	Arts	Media	Animals	Historical		
		FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8	FACTOR 9	FACTOR 10
VAR01	Rock Stars	-0.07254	-0.00616	0.41403	0.18382	0.05750	-0.10760	0.00580	0.15178	0.05175	0.26783
VAR02	Dating Game	0.19290	0.44258	-0.13160	0.04946	-0.00751	0.05536	-0.00355	0.01552	0.00472	-0.00583
VAR03	Your Own Thing	0.11495	-0.09574	0.14911	0.23536	0.24237	0.14012	0.12143	0.11197	0.08347	-0.03443
VAR04	About Me	0.00978	0.16609	0.40652	0.14372	0.08805	-0.03785	0.01852	0.21280	0.18305	0.11865
VAR05	Mike Hodge	0.11517	0.07168	0.08385	-0.03703	-0.03109	0.11099	0.30261	0.25971	-0.12454	-0.01355
VAR06	TV Movie	-0.01210	0.07952	-0.04905	0.11210	0.15284	0.51305	0.06430	0.11171	-0.02569	-0.05497
VAR07	News	0.02461	-0.04623	0.17944	0.00337	0.06672	0.02733	0.03344	0.18086	0.47170	-0.01591
VAR08	Gymnastics	0.20900	0.16387	0.11278	-0.07332	0.12480	0.00330	0.07715	0.46497	0.02765	-0.10905
VAR09	Runaway	0.15113	0.04813	-0.02804	-0.01884	0.26342	0.21923	0.28693	0.32472	0.04441	0.01592
VAR10	Dan Bauer	0.19937	0.10850	0.13433	0.07766	-0.01865	0.02382	0.01791	0.31257	0.12652	0.19459
VAR11	Am. Revo	-0.02582	0.09630	0.27766	0.22511	0.14797	0.02356	-0.00498	0.50564	0.13983	0.05711
VAR12	Rock Head	0.34100	0.11908	-0.01047	0.00455	-0.04774	0.17621	0.32007	-0.06846	0.07213	0.11293
VAR13	Extrime	0.36295	0.26890	-0.06191	0.01162	0.04895	0.22349	0.13549	0.06104	0.10147	0.04971
VAR14	Sports Hero	0.03859	0.02391	0.07944	0.60066	-0.01199	0.11550	0.10413	0.20739	0.09370	0.07252
VAR15	Co Co	0.27800	0.16982	-0.16566	-0.01617	0.06993	0.01265	0.06739	0.09901	0.04353	-0.03181
VAR16	Five Boys	0.13076	0.60023	-0.03673	0.11758	-0.05869	0.14083	-0.09125	-0.03151	0.23356	-0.34813
VAR17	Science	0.08673	0.04041	0.11972	0.20495	0.04332	0.03556	0.23913	0.27385	0.00023	0.04552
VAR18	Marty	0.37824	0.04547	0.11748	0.00057	-0.10304	0.09679	0.09773	0.01197	0.07871	0.04552
VAR19	Music	0.02857	0.00202	0.09837	0.13822	0.25627	0.07659	0.08859	0.35770	0.03090	-0.07220
VAR20	Tom Hustle	0.44528	0.15133	-0.14468	-0.01363	0.22835	0.00775	0.22044	0.32840	0.00023	-0.00787
VAR21	Witness	0.29132	0.45699	0.25852	0.05542	-0.12582	0.12927	0.13952	0.04676	-0.13505	-0.11409
VAR22	My Maggie	0.55731	0.06244	0.10525	-0.04915	0.16387	-0.00487	0.16076	0.15849	-0.16422	0.01109
VAR23	Un Animals	0.00406	-0.02821	0.68494	0.07806	0.01021	0.06284	0.03030	0.14483	0.17003	-0.03754
VAR24	Green Glob	0.24544	0.17076	0.28196	-0.03286	-0.21153	0.22265	0.18511	-0.03606	-0.13487	-0.11531
VAR25	Cowking	0.21974	0.11855	0.15077	-0.03479	0.54652	0.20797	0.12760	-0.08073	-0.05142	0.04119
VAR26	Stone	0.30641	0.25162	0.10255	0.03516	0.15978	0.16532	-0.00383	0.17805	-0.00557	0.04113
VAR27	Abul Sports	0.26263	0.06965	0.20305	0.68099	-0.02140	0.04917	0.04067	0.06495	0.04321	-0.03957
VAR28	Am Youth	0.35185	0.35822	0.18801	0.09095	0.19224	0.05502	0.19721	0.00312	0.07533	0.02260
VAR29	J.J Kennedy	0.12150	0.24267	0.26891	0.10337	0.18945	0.08338	-0.07336	0.36060	0.16253	0.13076
VAR30	Pen Lug Hill	0.36260	0.26370	0.31223	0.05650	-0.09803	0.19715	0.03797	0.13297	-0.01054	0.14065
VAR31	First Day	0.17806	0.57123	-0.00798	-0.02360	0.06773	0.02744	0.05464	0.06754	-0.19118	0.03147
VAR32	Into Softball	0.40819	0.07172	0.33339	0.21176	-0.03707	0.16830	0.00374	0.05437	-0.09475	0.13687
VAR33	Jr Hi Ga	0.12155	0.58109	0.04872	0.04910	0.18329	0.09719	0.02306	0.16654	-0.11810	0.04331
VAR34	Wild West	0.13400	-0.00451	0.28203	0.15301	-0.06358	0.00687	0.07183	0.03236	-0.14262	-0.01863
VAR35	TV Programs	0.01624	0.15571	0.13704	0.02636	0.13806	0.61828	0.05803	0.03611	0.03637	0.12015
VAR36	Alas Esk	0.11928	0.13927	0.41355	0.11260	0.18200	0.04820	-0.03203	0.27504	-0.03142	0.07965
VAR37	Bat Cave	0.08144	0.08416	0.16003	0.10715	0.25653	0.01279	0.05744	0.00496	0.03511	-0.01000
VAR38	Sp Events	0.07150	0.08053	0.71452	0.04265	0.10242	-0.05499	0.04213	-0.12341	0.03577	0.04379
VAR39	Hon Mary	0.34301	0.20881	-0.00537	0.07455	-0.02228	-0.01751	0.43221	0.13474	0.06060	0.08439
VAR40	Majestay	0.06596	0.10140	-0.01633	0.04291	0.14985	-0.06760	-0.00141	0.06961	0.01454	-0.07405
VAR41	Disco Wiz	0.32199	0.10539	0.05178	0.28894	0.07011	0.45466	-0.00467	-0.02300	0.01760	-0.01435
VAR42	Patrol Lath	0.16684	0.53385	0.00570	-0.10759	0.06159	0.04266	0.08488	0.03205	0.19479	0.15403
VAR43	Alive in Sea	0.10055	-0.09360	0.63911	0.04521	0.13641	0.04287	0.13143	0.06461	0.14346	-0.09988
VAR44	Football Guy	0.32284	0.32411	0.32941	0.05332	-0.03363	-0.04117	0.37967	0.02995	-0.01502	0.31271
VAR45	Queen of Hearts	0.11115	0.44609	0.12761	0.10271	0.01318	0.13273	0.19043	0.00775	-0.04264	-0.01154
VAR46	Ballet	0.18762	0.03014	0.59070	-0.04126	0.52277	0.11969	-0.00077	0.13555	0.04182	-0.00350
VAR47	Fun & Elf	0.05244	0.21118	0.07476	-0.00035	0.19433	0.06818	0.00942	0.06873	0.04331	-0.02837
VAR48	Foods	0.30307	0.12473	0.20141	0.11707	0.47790	0.06109	0.00520	0.36387	0.03796	0.01674
VAR49	Dist Drugs	0.26436	0.31443	0.33304	0.06653	0.01589	0.16099	0.06618	0.19226	-0.18377	0.14109
VAR50	Jersey Jerks	0.54699	0.07477	0.00062	0.01545	0.06539	-0.15284	0.05141	0.00454	-0.05341	-0.01021
Eigenvalue		7.85	3.34	1.76	1.41	1.25	1.14	.74	.69	.67	.53
% of variance		15.7	17.1	9.0	7.2	6.4	5.8	4.1	3.6	3.4	2.7

TABLE 6

ITEM LOADINGS AND RELIABILITY COEFFICIENTS FOR THE GIRLS' EIGHT CLUSTERS

Fun & Fantasy r_{tt} = .91		Social Empathy r_{tt} = .87	
Go Go	.67	First Date	.60
Magic Toyshop	.66	Junior High 44	.58
Marty Martian	.57	Friend at Last	.53
Princess & the Elf	.55	Day for Davy	.45
Merry Magpies	.55	Bernardo Ray	.44
Dewey Duck	.54	Dating Days	.44
Tom Turtle	.48	American Youth	.35
Interplanetary Patrol	.41	Distant Drums	.31
King Stona	.37		
Petrina	.36		
Perilous Mission	.35		
Green Glob	.34		
Rockheads	.34		

Informational r_{tt} = .87		Sports r_{tt} = .85	
Nature's Unusual Animals	.68	Sports Events	.71
We Live in the Sea	.63	All About Sports	.68
Many Faces of Science	.59	Sports Heroes	.60
Alaskan Eskimos	.41		
Rockets and Jets	.41		
All About Man	.40		

Historical r_{tt} = .83		Arts r_{tt} = .78		Media r_{tt} = .81	
Wild West	.53	Cooking	.54	TV and Movies	.51
Daniel Boone	.51	Ballet	.52	TV Previews	.61
American Rev.	.50	Foods	.47	Discs of the Week	.45
Georgia Pete	.46				
J. and J. Kennedy	.54				

Animals r_{tt} = .76	
Pet Care	.45
Homer Adams	.43
Faithful Roger	.37

Fun and Fantasy. This cluster resembles the boys' of the same name, and, like the boys', includes science fiction items along with the fun, folk, fairy, and talking animal items found in the original cluster. The reliability coefficient was .91.

Social Empathy. Along with the items about dating, growing up, and solving problems, clustered two items ("Bernardo Ray" and "Distant Drums") that would have been hypothesized to be "excitement" themes. Perhaps the girls were responding to the empathetic theme also sensed in the descriptions, a girl being threatened and a boy with the task of protecting his family. The r_{tt} was computed to be .87.

Informational. Similar to the boys' cluster, this includes mainly science items, all found in the Science cluster of the previous study. The r_{tt} was computed to be .87.

Sports. As in the first study and in the boys' analyses, the three sports items clustered with an r_{tt} of .85.

Arts. A small cluster of items about cooking, foods, and ballet, with an r_{tt} of .78, emerged. In the first study, these items clustered with TV, movie, and record titles and were therefore called "Recreational."

Media. As with the boys, the media items clustered together with an r_{tt} of .81.

Animals. This was a new group that didn't appear in the first study. "Pet Care" clustered with two fiction-type items having animals in the description. The r_{tt} was computed to be .76.

Historical. Historical fiction titles like "Daniel Boone" and "When the West Was Wild" clustered with factual items about history. An r_{tt} of .83 was computed.

Rankings of the Clusters

As in the previous study, the above-described clusters were ranked for over-all popularity. An average of the mean scores of all the items in a cluster was computed to permit the rank-ordering found in Table 7. Table 7a shows the clusters of the earlier study in rank order and is included for comparison purposes.

TABLE 7

AVERAGE CLUSTER SCORES AND CLUSTERS IN RANK ORDER: 1978

Boys			Girls		
Rank	Boys Cluster	Average of Item Means	Rank	Girls Cluster	Average of Item Means
1.	Sports	2.7	1.	Media	2.4
2.	Media	2.2	2.	Animals	2.3
3.	Historical-Adventure	2.1	3.	Fun and Fantasy	2.2
4-5	Informational	2.0	4.	Social Empathy	2.1
4-5	Fun & Fantasy	2.0	5-6	Sports	1.8
6.	Social Empathy-Arts	1.2	5-6	Arts	1.8
			7.	Historical	1.5
			8.	Informational	1.4

TABLE 7a

AVERAGE CLUSTER SCORES AND CLUSTERS IN RANK ORDER: 1971

Boys			Girls		
Rank	Cluster	Average of Item Means	Rank	Cluster	Average of Item Means
1.	Sports	2.8	1.	Social Empathy-Fun and Excitement	2.4
2.	Excitement-Fantastic	2.4	2.	Fantasy	2.3
3.	Recreational	2.3	3.	Social Empathy-People and Problems	2.3
4.	Excitement-Realistic	2.2	4.	Recreational	2.2
5.	Informational	2.1	5.	Hobbies-Artistic	2.1
6.	Fantasy-Comedy	1.8	6.	Excitement-Realistic	1.9
7.	Social Empathy	1.8	7.	Social Studies	1.7
8.	Artistic	1.4	8.	Science	1.6
			9.	Sports	1.4

While the boys' ranked clusters of 1978 don't appear too different from those of 1971, the girls' clusters and ranks have changed.

As for the boys, Sports still ranks first, followed by Media and Historical-Adventure; the Excitement-Fantastic grouping has disappeared as the items clustered with Fun-Fantasy and Historical - Adventure this time. The Informational cluster comes next, similar to its position in the first study. Tied with it is the Fun-Fantasy group with a higher average than previously (2.0). This is probably because the science fiction items are now in the cluster, inflating the score. Social Empathy-Arts appears at the bottom with a much lower score (1.2) than the other clusters; in the earlier study the separate Social Empathy and Artistic clusters ranked last also.

The girls' more favored groupings (average scores of 2.1 or higher) are Media, Animals, Fun and Fantasy, and Social Empathy. The media items, having clustered with others to be called Recreational in the first study, moved up in popularity. The new cluster, Animals, consistent with recent research about girls' interests (Fairleigh, Evard, and McDaniel, 1974; Swanson, 1977) appears in second place. Fun and Fantasy and Social Empathy were represented among the girls' three top-ranking clusters in 1971.

Changes may be noted in the rankings of the less-favored clusters (scores below 2.0). Sports, which held the anchor position earlier, has moved up to the 5-6 spot, now tied with Arts. Next comes Historical (1.5) with a lower score than these kinds of items had earlier (Social Studies 1.7). Informational (1.4), containing mainly science items, appears last. Science, with a 1.6 score, had ranked over only Sports in the previous study.

Summary

Boys and girls in the middle grades continue to show different interest patterns, but some differences are lessening. Both include content about the media among their favorites. Whereas Sports remains the top cluster for boys, it has moved up in the girls' listing, and no longer is their least favored.

Besides Sports and Media, boys are interested in Historical-Adventure themes; they are positive about Informational offerings, especially science, and Fun-Fantasy, especially science fiction. Most boys are not interested in content with social empathy themes or content about the arts (ballet, serious music).

Besides content dealing with media, girls are very interested in content about animals. They continue to show high interest in Fun and Fantasy and Social Empathy themes. While their interest in content about the arts has waned somewhat, their interest in sports has increased. Historical and Informational content still rank among the least favored by the girls.

Overview of the Remaining Problems

To answer the remaining questions concerning relationships between interest, read, and watch scores and demographic variables such as geographic location and race, numerous analyses of variance were computed separately on the boys' and girls' clusters just described. Since F-ratios, probabilities, and group means convey the most meaningful information, sum of squares and mean squares figures were deleted, as they have no interpretive meaning not otherwise presented in the reported statistics.

Specific Problem Two

For these middle-graders, are interests, read preferences, and watch preferences related to geographical location?

Urban and Suburban Boys

According to Table 8, urban boys had significantly higher scores on five out of the six clusters. Only Historical-Adventure showed no significant differences. Before interpreting or discussing these differences, it would be valuable to look at the read and watch scores (Table 9) to see if, indeed, these interest differences

were caused by indiscriminate choices of the urban children who could have indicated the most positive ratings for items they were mildly interested in, thus inflating the scores, or by the choice of media the children prefer for certain types of content. Also, to see if statistical differences are indeed substantive, rank order listings of the read and watch scores need to be examined (Table 10).

Table 9 shows that suburban boys indicated that they preferred to read Sports and Historical-Adventure more than did the urban boys. These differences appear to be substantive since they affect the rank order: Historical-Adventure ranks higher for the suburban group and Sports has a considerably higher score (Table 10).

TABLE 8

MEAN INTEREST SCORES FOR URBAN AND SUBURBAN BOYS
WITH ANOVA F RATIOS AND PROBABILITIES

Cluster	Maximum Score	Urban N=236	Suburban N=131	F Ratio	Probability
Fun & Fantasy	42	29.03*	24.96	16.75	.000
Social Empathy-Arts	33	15.05*	11.49	21.41	.000
Sports	9	8.31*	7.80	6.89	.009
Historical-Adventure	21	14.46	14.96	.85	.355
Informational	15	10.50*	9.45	8.34	.004
Media	9	6.72*	6.06	6.07	.014

*Significantly higher

TABLE 9

MEAN READ AND WATCH CLUSTER SCORES WITH ANOVA F RATIOS AND PROBABILITIES: URBAN AND SUBURBAN BOYS

	Read $\bar{X}$					Watch $\bar{X}$			
Cluster	Maximum Score	Urban (N=236)	Suburban (N=131)	F	p	Urban (N=236)	Surburban (N=131)	F	p
Fun-Fantasy	14	4.10	4.14	.01	.921	9.45*	8.27	10.50	.001
Soc. Emp.-Arts	11	2.43	2.51	.08	.773	4.58*	3.33	19.84	.000
Sports	3	1.47	1.72*	3.86	.050	2.57*	2.28	9.19	.002
Historical-Adv.	7	2.03	2.60*	5.77	.016	4.79	4.64	.57	.448
Informational	5	1.69	1.77	.26	.605	3.18*	2.81	6.95	.008
Media	3	.83	.84	.01	.911	2.19*	1.87	9.45	.002

*Significantly Higher

TABLE 10

URBAN AND SUBURBAN BOYS' READ AND WATCH CLUSTERS IN RANK ORDER

Urban			Suburban		
	Cluster	Average of Item Means		Cluster	Average of Item Means
	Read Preferences				
1.	Sports	.49	1.	Sports	.57
2.	Informational	.34	2.	Historical-Adventure	.37
3-4	Historical-Adventure	.29	3.	Informational	.35
3-4	Fun-Fantasy	.29	4.	Fun-Fantasy	.29
5.	Media	.28	5.	Media	.28
6.	Social Empathy-Arts	.22	6.	Social Empathy-Arts	.23
	Watch Preferences				
1.	Sports	.86	1.	Sports	.76
2.	Media	.73	2.	Historical-Adventure	.66
3.	Historical-Adventure	.68	3.	Media	.62
4.	Fun-Fantasy	.67	4.	Fun-Fantasy	.59
5.	Informational	.64	5.	Informational	.56
6.	Social Empathy-Arts	.42	6.	Social Empathy-Arts	.30

The watch scores mirror the interest scores: urban boys have a higher degree of interest in all clusters except for Historical-Adventure (Table 9). The rank order, though, is similar except for Historical-Adventure which ranks second for suburbans and third for urbans (Table 10). It appears that, except for Historical-Adventure, urban and suburban boys have similar interest patterns for viewing, except that the urban sample has a greater degree of interest in viewing most of the clusters.

To summarize, while suburban boys show a greater preference for reading Sports and Historical-Adventure, urban boys show a greater degree of interest in watching Sports, Media, Fun-Fantasy, Informational, and Social Empathy content. Other than for the degree of interest, the boys' watch patterns were very similar. The urban watch scores range from .86 to .42 while the suburban watch scores range from .76 to .30. In comparison, an overall preference to watch is apparent since read scores ran from .49 to .22 for the urban sample and .57 to .23 for the suburban group.

Urban and Suburban Girls

As with the boys, the urban girls had higher interest scores on seven of the eight clusters. Only for Informational was there no significant difference (Table 11). Again, to interpret this in terms of read and watch preferences, it is necessary to examine the means in Table 12 and the rank-order listings in Table 13.

Only the Arts cluster would be read more by the urban girls despite their higher interest scores in the other clusters. The suburban girls expressed a significantly higher degree of interest in reading the Social Empathy and Animal clusters. These differences appear to be substantive since they affect rank order patterns: Arts ranks second for the urban girls and fifth for the suburbans, while Social Empathy ranks second for the suburbans and fourth for the urbans. For both, the Animal cluster ranks first, but for the suburban group the average score is considerably higher.

The urban girls inflated interest scores are reflected by the watch means: all cluster scores, except for Informational, are significantly higher than those of the suburban group. Examination of the ranked watch clusters in Table 13 shows that, except for Fun-Fantasy and Media in reverse one-two positions, (Fun-Fantasy being first for urbans), the patterns for the first five positions are similar with Animals,

TABLE 11

MEAN INTEREST SCORES FOR URBAN AND SUBURBAN GIRLS
WITH ANOVA F RATIOS AND PROBABILITIES

Cluster	Maximum Score	Urban N=237	Suburban N=127	F Ratio	p
Fun-Fantasy	39	30.64*	27.23	18.53	.000
Social Empathy	27	19.51*	18.36	3.80	.051
Informational	18	8.35	7.67	1.77	.183
Arts	9	6.00*	4.11	51.34	.000
Animals	9	7.08*	6.59	4.57	.033
Historical	15	7.89*	6.81	6.45	.011
Sports	9	5.60*	4.86	5.29	.022
Media	9	6.99*	6.22	11.82	.000

*Significantly Higher

TABLE 12

MEAN READ AND WATCH CLUSTER SCORES WITH ANOVA F RATIOS AND PROBABILITIES: URBAN AND SUBURBAN GIRLS

	Read $\bar{X}$					Watch $\bar{X}$			
Cluster	Maximum Score	Urban (N=237)	Suburban (N=127)	F	p	Urban (N=237)	Suburban (N=127)	F	p
Fun-Fantasy	13	5.48	5.53	.01	.902	9.96*	8.49	18.79	.000
Social Empathy	9	3.58	4.17*	4.41	.036	6.27*	5.22	17.28	.000
Informational	6	1.52	1.28	2.11	.146	2.74	2.80	.07	.779
Arts	3	1.29*	1.00	6.80	.009	1.79*	.99	56.26	.000
Animals	3	1.38	1.73*	8.44	.003	2.19*	1.80	13.54	.000
Historical	5	1.55	1.54	.00	.950	2.49*	2.11	4.95	.026
Sports	3	.97	1.08	.81	.368	1.86*	1.44	12.13	.000
Media	3	1.14	.96	2.72	.099	2.32	2.11	6.00	.014

*Significantly Higher

TABLE 13

URBAN AND SUBURBAN GIRLS' READ AND WATCH CLUSTERS IN RANK ORDER

Urban			Suburban	
	Cluster	Average of Item Means	Cluster	Average of Item Means
		Read Preferences		
1.	Animals	.46	Animals	.58
2.	Arts	.43	Social Empathy	.46
3.	Fun-Fantasy	.42	Fun-Fantasy	.43
4.	Social Empathy	.40	Sports	.36
5.	Media	.38	Arts	.33
6.	Sports	.32	Media	.32
7.	Historical	.31	Historical	.31
8.	Informational	.25	Informational	.21
		Watch Preferences		
1.	Fun-Fantasy	.77	Media	.70
2.	Media	.77	Fun-Fantasy	.65
3.	Animals	.73	Animals	.60
4.	Social Empathy	.70	Social Empathy	.58
5.	Sports	.62	Sports	.48
6.	Arts	.60	Informational	.47
7.	Historical	.50	Historical	.42
8.	Informational	.46	Arts	.33

Social Empathy, and Sports in positions three to five; the urban group does show a greater degree of interest in these clusters. Although there was no significant difference between the Informational cluster watch scores, this cluster ranks higher (sixth) for the suburban group who seem to prefer to watch this science content more than they would watch the content represented by the Historical and Arts categories. Inversely, for the urban girls, Arts, Historical, and Informational rank sixth to eight.

To summarize, suburban girls prefer to read about Animals and Social Empathy content more than do urban girls; urbans prefer to read Arts content more than do suburbans. Urban girls show a greater degree of preference for watching all the categories except Informational which ranked last for them. Suburban girls generally showed less preference for watching all the categories, and for them the Information cluster ranked sixth. As with the boys, the watch averages (urban .77 - .46; suburban .70 - .33) were considerably higher than the read averages (urban .46 - .23; suburban .58 - .21), indicating an overall preference to watch rather than read.

Specific Problem Three

For these middle-graders, are interests, read preferences, and watch preferences related to race?

To answer this question, the responses of the urban sample only, boys and girls separately, were subjected to ANOVA procedures, the dependent variables being the cluster scores on interests, read preferences, and watch preferences.

Non-Black and Black Boys

As seen in Table 14, there were no statistical differences between the interest scores of these two subgroups. However, there were significant differences, with the non-blacks having higher scores than the blacks, for a preference to read Informational content and watch Historical-Adventure (Table 15). It appears that only the Informational difference is substantive since, in the rank-orderings in Table 16, Informational appears second in the non-blacks' read listing and fifth in that of the blacks.

As with the previous subgroups, the watch score ranges (.85-.41; .86-.43) are substantially higher than the read score ranges (.51-.22; .45-.22).

TABLE 14

MEAN INTEREST SCORES FOR NON-BLACK AND BLACK BOYS WITH ANOVA F RATIOS AND PROBABILITIES

Cluster	Maximum Score	Non-Black N=159	Black N=77	F Ratio	Probability
Fun & Fantasy	42	28.31	30.55	3.21	.07
Social Empathy/Arts	33	14.52	16.18	2.51	.11
Sports	9	8.23	8.47	1.10	.29
Historical-Adventure	21	14.22	14.97	1.18	.27
Informational	15	10.74	9.98	2.50	.11
Media	9	6.61	6.94	1.00	.31

TABLE 15

MEAN READ AND WATCH CLUSTER SCORES WITH ANOVA F RATIOS AND PROBABILITIES:

NON-BLACK AND BLACK BOYS

	Read $\bar{X}$					Watch $\bar{X}$			
Cluster	Maximum Score	Non-Black N=159	Black N=77	F	p	Non-Black N=159	Black N=77	F	p
Fun-Fantasy	13	3.94	4.43	.69	.40	9.40	9.56	.12	.72
Social Empathy-Arts	11	2.44	2.40	.01	.91	4.52	4.71	.26	.60
Sports	3	1.52	1.36	.89	.34	2.55	2.59	.08	.76
Historical-Adventure	7	1.95	2.20	.65	.41	4.95*	4.46	3.99	.05
Informational	5	1.83*	1.40	4.87	.02	3.29	2.94	3.67	.06
Media	3	.80	.89	.45	.50	2.20	2.17	.05	.81

*Significantly Higher

TABLE 16

NON-BLACK AND BLACK BOYS' READ AND WATCH CLUSTERS

IN RANK ORDER

Non-Black			Black		
	Cluster	Average of Item Means		Cluster	Average of Item Means
	Read Preferences				
1.	Sports	.51	1.	Sports	.45
2.	Informational	.37	2.	Fun-Fantasy	.34
3.	Fun-Fantasy	.30	3.	Historical-Adventure	.31
4.	Historical-Adventure	.28	4.	Media	.30
5.	Media	.27	5.	Informational	.28
6.	Social Empathy-Arts	.22	6.	Social Empathy-Arts	.22
	Watch Preferences				
1.	Sports	.85	1.	Sports	.86
2.	Media	.73	2.	Fun-Fantasy	.74
3.	Fun-Fantasy	.72	3.	Media	.72
4.	Historical-Adventure	.71	4.	Historical-Adventure	.64
5.	Informational	.66	5.	Informational	.59
6.	Social Empathy-Arts	.41	6.	Social Empathy-Arts	.43

Non-Black and Black Girls

According to Table 17, black girls have a greater degree of interest in the Social Empathy and Arts clusters; the non-blacks have a greater degree of interest in the Informational cluster. As seen in Table 18, these differences are reflected in the watch preferences only, indicating there are really no differences in reading preferences attributable to race. An examination of the watch rank-order listings in Table 19 shows that only the blacks' greater preference for watching Social Empathy and Arts is notable since these rank three and five respectively for them and four and six for non-blacks. Informational ranks last for both, although the non-blace girls' prefer it to a greater degree. These differences hardly seem substantive.

Again the watch score ranges (.77-.49; .79-.39) are substantially higher than the read score ranges (.48-.28; .46-.22), almost starting (low end) where the read scores leave off (high end).

TABLE 17

MEAN INTEREST SCORES FOR NON-BLACK AND BLACK GIRLS WITH ANOVA F RATIOS AND PROBABILITIES

Cluster	Maximum Score	Non-Black N=163	Black N=70	F Ratio	Probability
Fun and Fantasy	39	30.23	31.54	2.04	.15
Social Empathy	27	19.04	20.55*	4.16	.04
Informational	18	8.81*	7.35	4.75	.03
Arts	9	5.74	6.59*	6.54	.01
Animals	9	7.15	6.91	.63	.42
Historical	15	7.80	8.09	.25	.61
Sports	9	5.53	5.74	.24	.62
Media	9	6.84	7.31	2.49	.11

*Significantly Higher

TABLE 18

MEAN READ AND WATCH CLUSTER SCORES WITH ANOVA F RATIOS AND PROBABILITIES: NON-BLACK AND BLACK GIRLS

	Read $\bar{X}$					Watch $\bar{X}$			
Cluster	Maximum Score	Non-Black N=163	Black N=70	F	p	Non-Black N=163	Black N=70	F	p
Fun-Fantasy	13	5.51	5.54	.02	.87	9.88	10.13	.42	.51
Social Empathy	9	3.50	3.74	.41	.52	6.08	6.69*	4.24	.04
Informational	6	1.61	1.33	1.66	.19	2.91*	2.35	4.74	.03
Arts	3	1.25	1.37	.77	.38	1.69	2.00*	4.72	.02
Animals	3	1.44	1.25	1.54	.21	2.23	2.10	.96	.32
Historical	5	1.57	1.52	.04	.82	2.46	2.56	.17	.67
Sports	3	1.01	.90	.48	.48	1.85	1.89	.04	.83
Media	3	1.13	1.16	.03	.85	2.31	2.31	.28	.59

*Significantly Higher

TABLE 19

NON-BLACK AND BLACK GIRLS READ AND WATCH CLUSTERS

IN RANK ORDER

Non-Black			Black		
	Cluster	Average of Item Means		Cluster	Average of Item Means
	Read Preferences				
1.	Animals	.48	1.	Arts	.46
2-3-4.	Arts	.42	2-3-4.	Animals	.42
2-3-4.	Fun-Fantasy	.42	2-3-4.	Fun-Fantasy	.42
2-3-4.	Social Empathy	.42	2-3-4.	Social Empathy	.42
5.	Media	.38	5.	Media	.39
6.	Sports	.34	6-7.	Sports	.30
7.	Historical	.31	6-7.	Historical	.30
8.	Informational	.28	8.	Informational	.22
	Watch Preferences				
1.	Media	.77	1.	Media	.79
2.	Fun-Fantasy	.76	2.	Fun-Fantasy	.76
3.	Animals	.74	3.	Social Empathy	.74
4.	Social Empathy	.68	4.	Animals	.70
5.	Sports	.62	5.	Arts	.67
6.	Arts	.56	6.	Sports	.63
7-8.	Historical	.49	7.	Historical	.51
7-8.	Informational	.49	8.	Informational	.39

Specific Problem Four

Are overall preferences to read or to watch related to sex, geographic location, or race?

Sex and Geographic Location

The results of across-clusters two-way analyses of variance (sex and geographic location) of the boys and girls read and watch scores indicate that the main effects of sex and geographic location were significant for the watch scores, and the main effect of sex was significant for the read scores. Interaction effects were not significant. Tables 20 and 21 show the means for the sub-groups.

As in 1971, the girls show a significantly higher preference to read than do the boys (19.19 vs. 14.76 out of a possible 50 choices). To a lesser degree, the girls' watch preferences are also higher ($p < .02$) than are the boys' (30.63 vs. 29.19).

The urban sample shows a significantly higher preference for viewing than does the suburban group (31.37 vs. 27.18). The urban boys and girls both had higher degrees of interest in viewing several of the clusters, and so this overall greater preference is to be expected. It may be that children living in an urban center look to TV more than do children in the more sparsely populated Randolph Township. Although this area is termed "suburban" in the New Jersey

District Factor Groupings, it is spread out and almost rural in character. Children have many outdoor and out-of-school interests and must travel to participate; many are bussed to school. This may leave less time for viewing, thus reducing its importance in their lives.

TABLE 20

MEAN OVERALL READ AND WATCH PREFERENCE SCORES

FOR THE MAIN EFFECTS OF SEX AND GEOGRAPHIC LOCATION

Sub-Groups	N	Read $\bar{X}^1$	SD	Watch $\bar{X}^2$	SD
Sex					
Boys	367	*14.76	10.48	**29.19	8.72
Girls	364	*19.19	10.62	**30.63	9.13
Geographic Location					
Urban	473	16.46	10.87	***31.37	8.64
Suburban	258	17.89	9.96	***27.18	8.90

[1]Maximum Read Score = 50; [2]Maximum Watch Score = 50

*F = 33.62; $p < .00$
**F = 4.87; $p < .02$
***F = 37.87; $p < .00$

TABLE 21

CELL MEANS FOR INTERACTION EFFECTS OF SEX AND GEOGRAPHIC LOCATION: READ AND WATCH PREFERENCES

Sub-Groups	N	Read $\bar{X}^1$	SD	Watch $\bar{X}^2$	SD
Boys					
Urban	236	14.06	10.20	30.46	8.63
Suburban	131	16.05	9.77	26.84	8.44
Girls					
Urban	237	18.87	11.02	32.29	8.57
Suburban	127	19.78	9.84	27.52	9.37

[1]Maximum Read Score = 50; [2]Maximum Watch Score = 50
(Two-Way ANOVA Produced No Significant F Ratios)

Race

To see if overall preferences to read or to watch were related to race, the scores of the urban sample only were subjected to two-way analyses of variance (sex x race). As in the total sample, the main effect of sex was significant with the girls' read and watch preferences higher than those of the boys (Read $\bar{X}$ s: 18.86 vs. 14.06; Watch $\bar{X}$ s: 32.29 vs. 30.46). The main effect of race did not account for any significant differences, nor were there any significant interaction effects. Tables 22 and 23 summarize the findings.

Race was not a factor in 1971, and this appears to hold for 1978 also. Black and non-black girls choose reading more than do black and non-black boys; the girls of both sub-groups also would watch more than would the boys.

TABLE 22

MEAN OVERALL READ AND WATCH PREFERENCE SCORES FOR THE MAIN EFFECTS OF SEX AND RACE: URBAN SAMPLE ONLY

Sub-Groups	N	Read $\bar{X}$	SD	Watch $\bar{X}$	SD
Sex					
Boys	236	*14.06	10.20	**30.46	8.63
Girls	237	*18.86	11.02	**32.29	8.51
Race					
Non-Black	322	16.80	10.89	31.34	8.69
Black	151	15.72	10.83	31.43	8.55

*F = 24.24 $p < .00$
**F = 5.32 $p < .02$

TABLE 23

CELL MEANS FOR INTERACTION EFFECTS OF SEX AND RACE FOR URBAN SAMPLE ONLY: READ AND WATCH PREFERENCES SCORES

Sub-Groups	N	Read $\bar{X}$	SD	Watch $\bar{X}$	SD
Boys					
Non-Black	159	14.58	10.11	30.65	9.02
Black	77	13.00	10.35	30.05	7.79
Girls					
Non-Black	163	18.98	11.2	32.02	8.33
Black	74	18.63	10.64	32.87	9.11

(No Significant F Ratios)

Other Inferences

Notable throughout the reporting of the results is the preference for viewing over reading. This was also evident in 1971, except that reading seems to be slipping. The 1971 ranges for the read preference means ran from 17.20 to 21.96, whereas the 1978 means range from 13.00 to 19.78 (Tables 20 to 23).

The watch means do not appear to have changed much. In 1971, they ranged from 30.57 to 32.91, and this is again reflected by the 1978 urban sample especially (Tables 22 and 23). Only the suburban watch means went lower (26.84 to 27.52), but this group was not represented in the 1971 sample.

In 1971, a difference of opinion was noted in the literature. Schramm et al. (1961) thought that children go to print for information and to TV for entertainment, while Himmelweit et al. (1958) thought that children have a broad pattern of interests that are similar across media. In the earlier study, the Himmelweit theory seemed to operate except for one or two clusters that ranked higher on the read lists than on the watch lists, even though the watch scores for those clusters were consistently higher.

The same phenomena appear in the current study. Examination of Tables 10 and 16 reveals that for all but the black boys, the Informational cluster ranks fifth on the

watch preferences, but second or third on the read preferences while Media moves in the other direction.

Tables 13 and 19 reveal the same pattern for Media in the girls' rankings. The Arts cluster, too, ranks higher on the read than on the watch listings. However, it must be reiterated that for all of these clusters, the watch means were still higher.

Table 13 shows that for suburban girls the cluster, Animals, ranks first in the read list with an average of .58 and third in the watch listing with an average of .60. It seems that these girls would pursue this interest over the other categories in print and would watch it with an equal degree of interest.

In this chapter, the results of the factor analyses and analyses of variance procedures have been reported as answers to each of the sub-problems. Chapter V will contain a general summary, the major conclusions, and recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Designed to update the findings of an earlier study (Feeley, 1972), this study sought to identify the interest patterns and media preferences of fourth- and fifth-graders of 1978. The responses of 731 boys and girls to an interest inventory of types of content that can be found both on television and in print were subjected to separate factor analytic procedures to establish the interest clusters. The boys' and girls' clusters were then rank-ordered by mean scores to permit the examination of their interest patterns.

To see if interest scores and media preference (to read or to watch) scores were related to geographic location (urban-suburban) and race (black - non-black) the scores for the sub-groups were subjected to analyses of variance procedures.

Summary of Findings

The results may be summarized as follows:

1. Boys' responsess clustered into six groupings here presented in rank order of popularity: Sports, Media, Historical-Adventure, Informational, Fun and Fantasy, and Social Empathy-Arts.

2. Girls' responses clustered into eight groupings. In rank order they were: Media, Animals, Fun and Fantasy, Social Empathy, Sports, Arts, Historical, and Informational.

3. Suburban boys showed a greater preference for reading Sports and Historical-Adventure. The urban and suburban boys had similar watch patterns, but the urban sub-group indicated a greater degree of preference for watching all clusters except for Historical-Adventure which was not significantly different from that of the suburbans.

4. While suburban girls preferred to read about Animals and Social Empathy content more than did the urban girls, the urbans preferred to read Arts content to a greater degree. Except for the Informational cluster, the urban girls showed a greater degree of preference for watching all the categories than did the suburban girls

5. Non-black boys expressed a greater preference for reading Informational content than did the black boys. The watch patterns of the two groups were very similar with the non-blacks indicating a greater preference for watching Historical-Adventure.

6. There were no differences attributable to race for the girls' read preferences. The black girls preferred to watch Social Empathy and Arts content more than the non-blacks did; the non-black girls preferred to watch Informational content more, but this category ranked last for both groups so the finding does not appear to be substantive.

7. Separate, across-clusters analyses of variance of the read and watch scores revealed that the girls had significantly higher read scores and, to a lesser degree, higher watch scores than did the boys. The urban sample had a significantly higher watch score than did the suburban sample. Race did not account for any significant differences.

8. An overall preference for viewing over reading for all categories was evident. The only notable exceptions appeared to be the suburban girls' preference to read and/or watch equally the highly favored Animal category, and the less favored Arts category.

Conclusions

Sex as a Factor

Consistent with recent research (Chiu, 1973; Fairleigh, Evard, and McDaniel, 1974; Meisel and Glass, 1970; Swanson, 1977; Moray, 1978) and as found in the 1971 data, the boys and girls of 1978 continue to show different interest patterns, but some of the differences, for example, interest in sports content, appear to be lessening. Boys are most interested in Sports, Media, Historical-Adventure, Informational (especially science), and Fun-Fantasy (especially science fiction); they are least interested in social empathy themes and content about the arts. While the boys still express little interest in social empathy themes and content about arts, their interest in fun and fantasy appears to have increased. This could be attributed to the inclusion in the present category of science fiction themes.

Girls are most interested in Media, Animals, Fun and Fantasy, and Social Empathy; they are less interested in content dealing with Sports, Arts, History, and Informational (mainly science type). While Sports ranked last in 1971, it has moved up to the 5-6 spot in the 1978 rankings, indicating that girls are now more interested in this category, both in print and on the television. This is probably reflective of the women's liberation movement of the seventies

which encouraged girls to participate more widely in sports. It's unfortunate that the movement didn't affect their interest in history and science-type informational content which hold the anchor positions in the 1978 rankings.

A new cluster, Animals, emerged for the girls in 1978. Ranking among their most favored, this grouping included a non-fiction item about pet care and narrative fiction dealing with animal characters. This finding supports research by Downen (1971); Fairleigh, Evard, and McDaniel (1974); and Swanson (1977).

Both boys and girls included the Media category among their top favorites. It appears that they share a common interest in television, records, and movies in general.

These sex-related differences appear to be real since they may be noted in the read and watch preference rankings as well as in the interest patterns.

Geographic Location as a Factor

While research (Schulte, 1967; Zimet, 1974; and Robinson, 1974) has concluded that interests do not seem to be related to geographic location, this study found it to be a factor for some categories, especially when they are associated with specific media.

Urban boys had statistically higher interest scores than did suburban boys on all clusters (Sports, Media, Fun-Fantasy, Informational, Social Empathy-Arts) except Historical-Adventure, but these were reflected only in their watch preferences. Since the watch preference patterns (Table 10) were very similar, the differences appear to be mainly of degree. This is supported by the generally overall greater preference to watch by the urbans (Table 20).

Suburban boys indicated a greater preference to read patterns (Table 10).

Urban girls had statistically higher interest scores on all clusters except for Informational, and, like the boys, these were reflected only in the watch means. Again, it appears to be a difference of degree reflecting the urban overall preference to watch, since the watch patterns are similar.

Substantive differences between urban and suburban girls' read preferences were noted: urban girls preferred to read the Arts cluster more while suburban girls preferred to read the Social Empathy and Animal clusters more. The latter might be explained by the more rural environment in which the Randolph Township children live.

To summarize, while urbans and suburbans had similar watch patterns, urbans had a greater degree of interest in watching in general. As for read preferences, the following greater preferences were indicated: suburban boys for Sports and Historical-Adventure; suburban girls for Social Empathy and Animals; urban girls for the Arts cluster.

It appears that when types of media are considered along with content interests, there are differences that may be related to geographic location.

Race as a factor

As in the previous study, there were few substantive differences related to race. Non-black boys indicated a greater preference to read informational content than did black boys. In 1971, this same phenomenon occurred for the watch preferences.

For the girls, there were no differences between the read preferences of the sub-groups. Blacks showed a greater preference for watching the Social Empathy and Arts clusters and a significantly lower watch score for the Informational cluster. These small differences do not seem to be substantive when the watch rank orders are inspected (Table 19). For both groups, Social Empathy appears among the top four spots, Arts appears at the five-six level, and Informational ranks last.

Race does not seem to be an important factor influencing middle-grade children's interests and media preferences. Black and non-black children in a northern urban setting are more alike than different in what they choose to read and to watch. This finding differs from that of Row (1968) who found a wide range of differences between the interests of blacks and whites at the middle-grade level. The fact that Row's study was conducted in the rural South may have affected her findings.

Across-clusters preferences to read or to watch

Although race does not seem to be realted to overall preferences to read or to watch, sex and geographic location do. Consistent with the literature and the findings of the earlier study, girls prefer to read more than do boys; to a lesser degree, they also prefer to watch more than do boys. Urban children prefer to watch more than do suburban children. Since urban-suburban contrasts were not made in the earlier study, no comparison may be now made about this phenomenon. It may be that suburban children in a semi-rural, spread-out town in Morris County do not think of television as much as do children living in an urban center. It may be that this suburban sample has less time for viewing since they travel to school on buses and engage in more out-of-doors activities than do the urban center children.

Preferences to read or to watch

As revealed in the 1971 data, these fourth- and fifth-graders prefer to watch rather than to read all content described by the clusters with few exceptions. In fact, an examination of the read and watch average means for the urban samples in Tables 10, 13, 16, and 19 shows that the highest read means are close to the lowest watch means. It almost seems that these children would read most of this content only if viewing were not an option.

A few exceptions may be noted. For suburban girls, Animals ranked first on the read listing with an average mean of .58 and third on the watch list with an average mean of .60, indicating a similar positive preference for both reading and viewing this type of content. Likewise, their average means for the Arts cluster (.33) were the same for both media, but Arts ranked fifth on the read list and last on the watch list, indicating that these girls are not very interested in this type of content in either media.

This overall preference to watch rather than to read may be seen also in the across-clusters means. Generally interest in reading appears to be decreasing. In 1971, the read means ran from 17.20 to 21.96 out of a possible 50, while in 1978 they ran from 13.00 to 19.78. In 1971, the watch means for the Hackensack children ranged from 30.57 to 32.91, while in 1978 they ranged from 30.05 to 32.87 (Tables 22, 23), exhibiting little change. The suburban

watch means were lower (26.84 to 27.52), but they were still considerably higher than their read means (16.05 to 19.78).

This continues to be a viewing generation, with interest in reading on the wane.

Himmelweit-Schramm Theories

As in 1971, Himmelweit's hypothesis that children have a broad underlying pattern of interests that are similar across media appears to hold more than Schramm's theory that children go to print for information and to television for entertainment and fantasy. The television and reading patterns for the sub-groups are more alike than they are different, however, as in 1971 a few clusters rank differently on the two media listings giving some support to Schramm's theory.

For all the boys (Tables 10 and 16) except the blacks, Informational ranked among the top read preferences but among the bottom watch preferences, indicating that most boys thought of this type of content more in terms of print. The Media cluster moved the other way for boys and girls alike. When they heard items about TV, movies, and records, the children thought of watching more than reading (Tables 10, 13, 16, 19).

For the girls, the Arts cluster (cooking, ballet, foods) ranked higher on the read than on the watch listings, indicating that perhaps they thought of these more in terms of print.

What must be reiterated is that despite rankings, for all clusters, except for the suburban girls' Animals and Arts, the watch averages were considerably higher than were the read averages.

Recommendations

For educators

Classroom teachers of middle-grade children should supply a variety of reading materials to meet the wide range of interests of boys and girls of this age. Since sports continues to rank first for the boys and since it has gained in interest among the girls, this content should be available, perhaps both in book and magazine format.

Teachers and librarians should supply boys with historical-adventure themes and informational materials, expecially science-types. Although these are not favorites with girls, perhaps exposure in classroom and library settings will broaden the girls' reading interests. Humorous stories, fantasy, and science fiction appeal to both boys and girls, and therefore should be staples of a middle-grade reading collection.

To meet the girls' needs, teachers and libraries should provide stories featuring Animals and, of course, the perennially favored social empathy themes. Also, since urban girls, especially, are interested in "Art" content (cooking, foods, ballet) these types of materials should be available for them.

For publishers

Publishers appear to be doing a good job of providing the content in which middle-graders are interested. Perhaps the media cluster, which ranked high on all the watch listings, could be a clue to what might "go" also in print. TV tie-ins, movie tie-ins, and materials about records and tapes would seem to be content that these children would like to read if it were readily available.

The increased interest in sports shown by the 1978 girls might suggest a need for more sports stories with female characters and biographical works of women in sports.

For TV producers

Among the 30 top ranking evening programs[1] for children six to eleven during November, 1978, when this interests survey was being conducted in the schools, only one historical-adventure appeared: "Little House on the Praire." The rest of the offerings were fantasy ("Puff the Magic Dragon;" "Bugs Bunny"), situation comedy ("Mork and Mindy;" "Laverne and Shirley;" "Happy Days'), and science fiction ("Star Wars;" "Battlestar Gallactica").

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[1]Correspondence from William R. Behanna, Director of Press Relations, A.C. Nielsen Company, New York, NY

The weekend and weekday ratings included sports (mainly football) and more of the same but no historical-adventure. Since for both suburban and urban boys historical-adventure ranked near the top of their watch preferences, it appears that this interest may not be being met. Also, the girls' interest in watching animal stories is not reflected in these ratings.

Commercial television directed toward the middle-grade audience should offer a more balanced schedule including historical-adventure and narratives featuring animals.

For further research

1. There is a need to compare children's expressed interests with their actual reading and viewing choices.

2. There is a need to determine if a well-planned children's literature program in the middle-grades would affect children's reading interests and habits.

3. There is a need to determine if a school program in critical viewing would affect middle-grade children's viewing interests and habits.

4. This study could be replicated controlling for other variables such as age or reading achievement.

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APPENDIX A

ABSTRACT

OF

INTEREST PATTERNS AND MEDIA PREFERENCES OF BOYS AND GIRLS IN GRADES FOUR AND FIVE

INTEREST PATTERNS AND MEDIA PREFERENCES OF BOYS AND GIRLS IN GRADES FOUR AND FIVE

Abstract

Joan T. Feeley, Ph.D.
New York University, 1972

Chairman: Professor Charles F. Reasoner

This study sought to identify and describe the interest patterns and media preferences (print and television) of 532 boys and girls in grades four and five by subjecting their responses to an interest inventory, developed by the investigator, to separate factor analytic and analysis of variance procedures. The former procedures were used to cluster degree-of-interest responses into larger groupings that could be rank-ordered to describe the interest patterns of the sub-groups; the latter procedures were used to compare the cluster scores of the sub-groups to see if they varied according to race or socioeconomic status. Sex as a factor was determined by inspection of boys' and girls' rank-order patterns. Socioeconomic classifications (SES) were determined by the Index of Socioeconomic Status.

The results may be summarized as follows:

1. Boys' responses clustered into eight groupings, here presented in rank-order of popularity--sports, excitement-fantastic, recreational, excitement-realistic, informational, fantasy-comedy, social empathy, and artistic.

2. Girls' responses clustered into nine groupings; in rank order, they were--social empathy-fun and excitement, fantasy, social empathy-people and problems, recreational, hobbies-artistic, excitement-realistic, social studies, science, and sports.

3. Race accounted for statistical differences that did not prove to be substantive since the interest and media preference patterns of the blacks and non-blacks were very similar.

4. Socioeconomic status accounted for statistical differences between some of the cluster scores of the sub-groups, and one of these differences (fantasy) appears to be substantive since the higher scores for the fantasy clusters registered by lower-SES boys and girls were reflected in their interest and preference patterns.

5. Separate, across-clusters analyses of variance of the Read and Watch preference scores revealed that girls had a Read score that was significantly higher than that of the boys; SES I non-blacks had a Watch score that was significantly higher than those of the other two SES levels.

6. Analyses of variance, repeated measures design, of the Read and the Watch preference scores of all the boys and girls for their respective clusters revealed higher Watch than Read scores for every content cluster.

Conclusions

1. Sex continues to be a major determiner of middle-grade children's interests. Boys like sports, excitement, and informational content while girls prefer social empathy, fantasy, and content dealing with their recreational interests. Boys are least interested in fantasy, social empathy, and artistic content; girls are least interested in sports, science, and social studies.

Since the boys' and girls' media preference patterns closely resemble their interest patterns, it would seem that Himmelweit's hypothesis that children have an underlying pattern of interests that extend through all media has been confirmed.

2. Race does not seem to be an important factor affecting children's content interests.

3. Socioeconomic status does appear to be a factor influencing children's interest in fantasy. Lower-SES children prefer fantasy more than do middle- and higher-SES children.

4. Girls prefer to read more than do boys; lower-SES non-blacks prefer to watch more than do middle- or higher-SES non-blacks.

5. Both boys and girls prefer to watch rather than to read all types of content described by the clusters.

6. Schramm's theory that children look to print to satisfy informational needs and to television to satisfy fantasy and entertainment needs was partially supported in that within the Read preference patterns some informational clusters ranked higher than they did in the Watch preference patterns even though, cluster for cluster, the Watch scores were significantly higher than the Read scores.

7. Because of the racial and SES characteristics of the sample, it may be possible to generalize the findings not only to similar suburban communities but also to larger urban centers like New York City.

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APPENDIX B

THE INVENTORY

AN INTEREST INVENTORY TO ASSESS THE INTEREST PATTERNS AND MEDIA PREFERENCES TO MIDDLE-GRADE CHILDREN

Directions for Administering the Inventory

Read aloud the titles for the demographic information at the top of the cover sheet as children fill in the blanks.

Direct them to look at the first paragraph beginning, "This is not a test," as you read it aloud. Put the four choices on the board and explain that they are to circle one for each title--Yes, if they think they would be very interested in it; Maybe yes, if they think they might be interested in it; Probably not, if they think they would probably not be interested; and No, if they know that they would not be interested in the title.

Read paragraph two aloud and put the three choices, Read, Watch, Do nothing, on the board. Explain that for each title that they are interested in, they are to circle how they would like to find out about it. They may circle Read, Watch, or Do nothing (a choice that is always possible). On this line they may circle both Read and Watch if they think that they would read and/or watch the item.

To make this section clear, read aloud paragraph three about "Batman."

Do the example, "The Funny Fenners," with the class, using the choices on the board to demonstrate how they are to mark the booklet.

Read aloud the last paragraph to try to insure frankness of response.

Name _____ School _____

Grade _____ Age _____

This is not a test. We want to find out the kinds of stories and ideas boys and girls are interested in. Together we will read a number of possible titles. First, tell if you would be interested in a title like this:

(a) Yes | Maybe Yes | Probably Not | No

These titles might be found in several kinds of reading materials, like paperbacks, books, magazines, comics, or newspapers. They also may be found on television. Remember for part (a), you circle only one choice. Next, if you like a title, circle how you would like to find out about it like this:

(b) Read | Watch | Do Nothing

For example, suppose one title is "Batman". You know that this is available in comic book form and on TV. If you both would read the comic book and watch the show, you would circle both Read and Watch. For part (b), you may circle more than one.

Let's try one together.

The Funny Fenners

Fran Fenner has four lively scrappy children and a funny husband who is always doing something silly.

(a) Yes | Maybe Yes | Probably Not | No

(b) Read | Watch | Do Nothing

Remember, we want to find out what you really are interested in. Don't choose titles you think you ought to be interested in or the ones you think your teacher would like. Pick the ones you really would like.

1. Let's Experiment with Rockets and Jets

Discover how rockets and jets work, how man travels in space.

(a) Yes | Maybe Yes | Probably Not | No

(b) Read | Watch | Do Nothing

2. Dating Days

Chuck gets jealous when he sees girl friend Sally out with his best friend Hank and decides to get even.

(a) Yes | Maybe Yes | Probably Not | No

(b) Read | Watch | Do Nothing

3. Do Your Own Thing

About coin collecting, stamp collecting, model assembly and other hobbies.

(a) Yes | Maybe Yes | Probably Not | No

(b) Read | Watch | Do Nothing

4. All About Man

The human body, its bones, muscles, and main organs. How man lives and grows.

(a) Yes | Maybe Yes | Probably Not | No

(b) Read | Watch | Do Nothing

5. Adventures of Mike and Midge

From getting caught in an avalanche in Switzerland and an earthquake in Hawaii to being captured by a pygmy tribe in Australia, ten-year-old twins Mike and Midge lead a life full of adventure.

(a) Yes | Maybe Yes | Probably Not | No

(b) Read | Watch | Do Nothing

6. TV and Movies

Tells about the most popular TV, movie, and singing stars.

(a) Yes | Maybe Yes | Probably Not | No

(b) Read | Watch | Do Nothing

7. News in a Nutshell

Today's news from national, international, and local sources.

(a) Yes | Maybe Yes | Probably Not | No

(b) Read | Watch | Do Nothing

8. Georgia Pete

Do you know why there are so many peach trees in Georgia? Hundreds of years ago, Georgia Pete wandered through the state planting peach pits and performing kind deeds and magical tricks for local folks.

(a) Yes | Maybe Yes | Probably Not | No

(b) Read | Watch | Do Nothing

9. Fun with Art

How to use charcoal, water colors, pastels, beads and other things to create your own pictures.

(a) Yes | Maybe Yes | Probably Not | No

(b) Read | Watch | Do Nothing

10. Son of Daniel Boone

Israel Boone and his young wife Anny start a new settlement west of the Mississippi. Troubles start with unfriendly Indians and jittery settlers.

(a) Yes | Maybe Yes | Probably Not | No

(b) Read | Watch | Do Nothing

11. The Story of the American Revolution

Explains why America wanted to break away from England, how she fought for freedom and became a nation.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

12. The Rockheads

A funny stone-age family. Usually involved with some family problem like how to get rid of mother-in-law, Boulda, who came to visit for a weekend and stayed for weeks!

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

13. Petrina the Good Witch

Dad's pretty secretary, Petrina, is a present-day good witch. Kerry and Keith, whose mother is dead, rely on her for advice, often asking her to perform her magic to help them get their way with Dad.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

14. Foot Care

How to take proper care of your feet. How to pick out good, sensible shoes.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

15. Sports Heroes

Life stories of outstanding people from the world of sports.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

16. Go-Go the Ghost

A friendly ghost who doesn't want to scare people, Go-Go finally makes friends with Peter and Peggy Poore, two lost children for whom he finds a home.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

17. First Dance

Carolyn desperately wanted to go to the Spring Mix-up, her first dance, with Mike. But he thought of her as a buddy to have a catch with, to walk home from school with. Would he ask her?

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

18. The Many Faces of Science

Archaeological digs, undersea explorations, mineral discoveries, and other scientific topics are described.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

19. Marty the Martian

Paul and Lucy receive a wind-up toy called Marty the Martian. Disappearing for a week, he returns to tell them about a fantastic trip to his own planet.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

20. Music for Young People

Explains serious music like the symphony, sonata, and concerto.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

21. Tom Turtle and Gert the Garden Snake

Slow Tom and swift Gert are to race. Tom starts and keeps on going, while Gert, thinking she'll win easily, stops to chat, to eat, to snooze. Guess who wins?

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

22. Useful Things

How to tie your shoes, brush your teeth, and keep tidy.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

23. The Witness

Eleven-year-old Johnny Dee knew more about his Harlem block than anybody -- more than the police, more than the pushers, more than the Black Spades, the gang who thought they were so tough. One night he saw something he wished he hadn't -- the murder of one of the Spades.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

24. Merry Magpies

Able and Mable, long-tailed, black-and-white feathered, noisy, mischievous birds, are always playing tricks on the other animals, especially Dopey Dog.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

25. Nature's Unusual Animals

All about nature's strangest animals from the dinosaurs of early times to the platypus, armadillo, and anteater of today.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

26. The Green Glob

Reports that the Green Glob, a strange material that covers everything in its path, was rolling toward Metro City were heard everywhere. Can the government troops, army scientists, or city police stop it?

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

27. How to Cook

Recipes range from main dishes like Hamburger Royale to desserts like Chocolate Crush.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

28. King Stona

This king could turn anything into stone - enemy armies, even whole cities. His stone touch brought him misery, too, when it cost him the life of Princess Lala whom he loved.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

29. All About Sports

Basic rules and tips on playing baseball, football, basketball, and other sports.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

30. American Youth

Stories about boys and girls and the problems they have growing up.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

31. John and Jacqueline Kennedy

The life stories of President Kennedy and his wife.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

32. Perilous Mission

Counter-spies Mike Conway and Sally Keene battle their way out of the Super Spy Ring's weirdo headquarters high in the Tibetan mountains.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

33. Another First Day for Davy

Davy wished his family didn't have to move so much. This would be the eighth school for him. He dreaded meeting the kids and having to read aloud. Would he be the only black in the class?

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

34. All About Oil

All about cod liver oil, olive oil, and other oils.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

35. Interplanetary Patrol

Rocketman and aide Loren must destroy mad scientist, Dr. Big Head, before the doctor destroys the Planet Earth.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

36. Junior High 44

Black English teacher Ray Harding helps new student, Mabel Fethering, who has just come up from the South, adjust to life in a big-city junior high.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

37. When the West Was Wild

Tex runs a huge cattle ranch with the aid of his two teen-age sons. Badman Johnny Waco plans to steal his herd on its spring trip to the stockyards.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

38. TV Previews

A guide to what's on TV. About shows and stars.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

39. Alaskan Eskimos of Yesterday

How the Eskimo father hunted for meat for his family. How the family ate raw seal meat, built an igloo, and made clothes from skins.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

40. Pet Care

How to feed, groom, and train your pet.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

41. Sports Events

Baseball, football, and other major games.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

42. Homer Adams, Super Baby Sitter

Homer thinks he can baby-sit just as well as the girls. His first job is to mind little Algernon Rich who ties him up Indian-style. His next "baby" turns out to be a little unusual, too, a baby gorilla!

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

43. Magic Toyshop

When the shopkeeper goes home, the toys come alive! One night Nurse Doll Nell has to patch up Johnny Commando who was hit by Jasper Jeep.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

44. Discs of the Week

About the latest hit records. Top ten selling records of the week.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

45. A Friend At Last

Pretty Emily had no real friends at school because of her shabby clothes and poor appearance. One day a new student arrived at school and changed Emily's life forever.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

46. We Live in the Sea

How a wide variety of sea life, from the tiny sea urchin to the giant white whale, live and grow.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

47. Faithful Roger

Jud and Cindy have convinced Mom that it's important to keep their dog, Roger, as a watchdog and as a much loved friend, but can they also convince their neighbors who want Roger done away with?

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

48. Bernardo Ray 112

Super sleuth Bernardo Ray tracks down the Boston strangler. Girl friend Karen becomes a near-victim.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

49. Financial Report

The state treasurer tells how the state will collect and spend its money.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

50. The Story of Ballet

How ballet developed. Stories of some of the most famous ballets like "The Graham Cracker Suite", and "Geese Lake".

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

51. The Princess and the Elf

Princess Petal didn't like any of the husbands her father picked out for her. She was happy only with the little elf who lived in the palace garden. One day the elf turned into a handsome prince.

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

52. Foods from Source to Table

Where does out meat come from? What goes into bread? How do we get our fruits and vegetables?

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

53. Distant Drums

Twelve-year-old Ben was head of the house now. His trusty musket, Sure-Fire, would protect his mother and younger sisters while his father was away at war. Besides, the Indians in their area had always been friendly. And yet, what did those strange drums mean . . . ?

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing

54. Dewey Duck

Dewey is forever getting into funny situations like the day he ate so much while visiting Owl-Eyes that he couldn't wiggle out of the tree hole!

(a) Yes Maybe Yes Probably Not No

(b) Read Watch Do Nothing